



PORT HACKING HIGH SCHOOL

INFORMATION FOR PARENTS AND STUDENTS OF THE SENIOR SCHOOL

2025 - 2026

The Higher School Certificate

The Higher School Certificate is the highest educational award you can gain in New South Wales schools.

It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

The standards-based Higher School Certificate offers syllabuses that set clear expectations of what you must learn and measures your performance against set standards. Your mark in each course is reported against descriptive performance bands that show what you know, understand and can do.

There are about 150 Board Developed Courses available and a large range of Board Endorsed Courses. Board Developed and Board Endorsed Courses within the Higher School Certificate curriculum are available in general education subjects as well as in nationally recognised Vocational Education and Training (VET) courses for many industries.

The Higher School Certificate is governed by the Education Act 1990 (NSW), which sets out the general requirements you need to meet to be awarded the Higher School Certificate.

NESA

In relation to the Higher School Certificate, NESA is responsible for:

- developing Preliminary and HSC courses
- organising and overseeing the Higher School Certificate examinations and assessments
- calculating and recording Higher School Certificate marks and achievements
- issuing Higher School Certificates and Records of Achievement to students
- giving advice to schools, employers and the public on educational issues and all matters related to the Higher School Certificate.

Eligibility for the Higher School Certificate

The rules and requirements for eligibility are set out in NESA's publication, the Assessment, Certification and Examination (ACE) Manual, which can be found on NESA's website: <https://ace.nesa.nsw.edu.au/higher-school-certificate>

To be eligible for the HSC, you must:

- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a **NSW Education Standards Authority** recognised school outside NSW, or a TAFE college
- Complete HSC: All My Own Work before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>
- Satisfactorily complete courses in the patterns of study detailed below
- Sit for and make a serious attempt at the required HSC exams
- Meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course.
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

Units of study

Most courses offered for the Higher School Certificate have a 2 unit Preliminary and a 2 unit HSC component. Each unit requires approximately 60 hours of classroom study per year.

VET courses are not divided into HSC and Preliminary components and may be counted as Preliminary and/or HSC courses.

HSC extension courses are 1 unit courses.

English and Mathematics are the only subjects in Year 11 that have extension courses available.

Extension courses build on the content of the 2 unit course, and require students to study beyond the 2 unit course.

Study requirements

English is the **only** compulsory Higher School Certificate subject.

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least 12 units in your Preliminary study pattern and at least 10 units in your HSC study pattern.

Both study patterns must include:

- at least six units of Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of 2 unit value or greater
- at least four subjects
- no more than six units of science based subjects (seven units of Science in Year 12)

The Preliminary component of a course must be completed before commencing the HSC component. (Different requirements apply to Mathematics Extension1.)

Types of Courses

There are two broad categories of courses: Board Developed Courses and Board Endorsed Courses.

Board Developed Courses

Board Developed Courses are the courses for which NESAs develop a syllabus, setting out the objectives, outcomes, structure, content and assessment requirements. NESAs also develop Higher School Certificate examinations for these courses.

Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses

There are three types of Board Endorsed Courses:

- School Developed Courses — These are courses developed by individual schools in response to local interest or need that have been endorsed by NESAs.
- University Developed Courses — These are developed by universities in conjunction with schools to suit the particular needs of high ability students.
- Content Endorsed Courses (CECs) — These courses are based on School Developed Courses in the most popular areas of study. They fall into two categories: general CECs and VET CECs including many delivered by TAFE.

Board Endorsed Courses count towards the Higher School Certificate and are listed on your Record of Achievement. However, Content Endorsed Courses do not count towards calculation of the (ATAR).

Special Education (Life Skills) - If you have special education needs, you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with the Head Teacher Learning Support to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

Vocational Education and Training Courses

Vocational Education and Training (VET) Courses allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation.

VET AQF qualifications are recognised by industry and employers throughout Australia. You receive a Certificate or Statement of Attainment which reports the competencies you have achieved. Some of these courses can be studied at school while others can be studied at TAFE institutes or with other training providers.

Board Developed VET Courses (delivered at school) are:

- Construction
- Entertainment Industry - Live Production & Technical Services
- Hospitality- Food & Beverage

Each framework is made up of combinations of units of competency contained in national Training Packages. Each industry curriculum framework identifies the units of competency which make up 120- and 240-hour courses for the HSC in that industry and any specialisation study or extension courses that are available.

The 240-hour VET Industry Curriculum Framework courses have an optional written HSC examination. Students who choose to sit for the examination may have the result for that course included in the calculation of their (ATAR).

NB: For VET courses to count towards the ATAR, students must sit the HSC VET exam for the units to contribute to an ATAR. (Not all VET Courses have a HSC exam and cannot count towards the calculation of an ATAR.)

You can study other VET courses at TAFE (TVET) and other institutions. Some of these courses have a NESAs Industry Curriculum Framework and thus can count towards an ATAR if the optional HSC exam is sat by the student. However, some VET courses offered at TAFE do not have a NESAs Industry Curriculum Framework and therefore there is no HSC exam and cannot be used in the calculation of an ATAR.

ASSESSMENT FOR HSC COURSES

For most Board Developed HSC Courses, school-based assessment counts for 50% of your overall mark and is reported on your Higher School Certificate Record of Achievement. (VET and Life Skills Courses have different requirements. English Studies and Maths Standard 1 also have non-exam options.) This applies to all school and TAFE students regardless of the number of units attempted.

School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus. For VET courses, you are assessed on your competency in performing work-related tasks. This assessment counts towards your AQF VET qualification but not towards an HSC mark.

The school's responsibilities

Your school develops an assessment program for each course. This means your school is required to:

- set tasks that will be used to measure your performance in each component of a course
- specify the relative value of each of these tasks
- inform you in writing of:
 - the components and their weightings for each course
 - when assessment tasks will take place
 - the mark value of each task in relation to the total number of marks for the course
 - the nature of each assessment task (eg assignment, test, project etc)
 - the administrative details associated with each task (eg student absence, illness, late submission of work etc)
- provide adequate notice (usually two weeks) of the precise timing of each assessment task
- keep records of your performance in each task
- provide feedback on your performance and what you must do to improve.

Your responsibilities

You are expected to complete the tasks that are part of the assessment program, and you should ensure that you have a copy of your school's assessment program for each course.

All work presented in an assessment task must be your own, whether it is an examination or an assignment. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own) would not only lead to you receiving zero marks for the task, but could lead to you being denied a HSC.

If you have a valid reason why you are unable to complete an assessment task or hand it in at the scheduled time, you must submit an illness/misadventure form, with the appropriate support documentation, as outlined in the school's assessment policy for each year.

N.B. According to Port Hacking High School's Assessment Policy, family holidays are NOT a valid reason for missing an assessment task nor for requesting an extension or alternate task.

Every school has a policy on tasks that are not completed. Depending on the circumstances, a zero mark may be awarded, an extension of time granted or an alternative task set. Your principal may allow an estimate to be given for a task that has not been completed. This applies only in exceptional circumstances and only where an alternative task would be unreasonable or impractical.

When alternative tasks are set or an estimate awarded, the resulting mark will be a measure of what you have actually achieved in the relevant aspect of the course.

Aside from the procedures outlined above, NESAs do not compensate you for difficulties in performing or completing assessment tasks, even when they are caused by factors outside your control.

Some HSC courses have prescribed texts, topics, projects and works that must be considered or studied for the Higher School Certificate. You should ensure that you are aware of the requirements for your course. NESAs publications on prescribed texts, topics, projects and works for all courses in each examination year are available at your school.

Assessment marks

Your school submits your assessment marks to NESAs, calculated from your results on each formal assessment task you undertake as part of your HSC course.

At the end of the Higher School Certificate examinations, you can obtain your rank order in each course you have studied based on school assessments via Students Online or from your school. If you feel that your rank in any course is not correct, you may apply to the school principal for a review.

Further details about reviews and appeals are on the assessment appeal form which may be obtained from your school.

In the case of Board Developed VET Courses studied at school, there is no assessment mark and thus no rank. Your school submits to NESAs a list of the units of competency you have successfully achieved. This information is used to produce your VET Certificate or Statement of Attainment.

If a student opts to sit the optional HSC exam in a VET course, this is the only mark included in your HSC ie: there is no school based assessment mark.

Satisfactory completion of courses

- To receive a result in any course, you must satisfactorily complete that course.
- Satisfactory completion of a course involves:
 - following the course developed or endorsed by the Board; and
 - applying yourself with diligence and sustained effort to the set tasks provided in the course by the school; and
 - achieving some or all of the course outcomes.
- Your principal will give you written warnings in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses.
- If your principal decides that you have not satisfactorily completed a course, you will receive no results in that course.
- You have the right to appeal to NESAs against your principal's decision. If you choose to do so, your principal will explain the appeal mechanism to you.

Higher School Certificate Results

If you meet all the requirements, you will be awarded a Higher School Certificate and will receive relevant documents from the following:

- Higher School Certificate Testamur

This is a certificate of award that shows your name and school.

- HSC Record of Achievement

An HSC Record of Achievement is issued to students who have completed at least one Preliminary or HSC course. You will receive a cumulative Record of Achievement at the end of each year in which you complete a Preliminary or HSC course.

The Record of Achievement shows each course you have completed and your result in that course. For each HSC course with an examination, your results are recorded under the following headings:

- Assessment Mark (where applicable) – the mark awarded for your school-based assessment tasks.
- Examination Mark (where applicable) – the mark awarded for the external examination.
- HSC Mark – the average of the Assessment Mark and the Examination Mark.
- Performance Band – your level of achievement in the course.

No assessment mark is shown on the Record of Achievement for Board Developed VET Courses or for courses studied with an outside tutor.

For 240-hour VET courses, an Examination Mark, HSC Mark and Performance Band will only be shown for students who have undertaken the optional HSC examination.

University Entry

Entry from Year 12 into university courses in NSW and the ACT generally depends on your Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview or portfolio. The ATAR for every student who completes the necessary pattern of study is calculated by the universities (UAC), not by NESA.

The ATAR has different study pattern requirements to the HSC. Many students, because of their pattern of study, qualify for the HSC but will not qualify for an ATAR. To qualify for an ATAR, students must complete ten units of Board Developed Courses two of which are mandatory English. Students **MUST** sit any optional HSC exams for the subject to count towards the calculation of an ATAR.

Details of ATAR requirements can be found in the *UAC Guide*, published each year by the Universities Admissions Centre (UAC). You can phone UAC on (02) 9752 0200 or view the UAC website at: www.uac.edu.au

**PORT HACKING HIGH SCHOOL
SUMMARY OF SUBJECTS - YEAR 11 2024**

BOARD DEVELOPED COURSES	
SUBJECTS	UNITS
Ancient History	2 Unit
Biology	2 Unit
Business Studies	2 Unit
Chemistry	2 Unit
Community and Family Studies	2 Unit
Dance	2 Unit
Design and Technology	2 Unit
Drama	2 Unit
Economics	2 Unit
Earth and Environment Science	2 Unit
Engineering Studies	2 Unit
English Standard	2 Unit
English Advanced	2 Unit
English - EAL/D (English as an Additional Language or Dialect)	2 Unit
English Extension 1	1 Unit
English Studies	2 Unit
Enterprise Computing	2 Unit
Food Technology	2 Unit
French Beginners	2 Unit
French Continuers	2 Unit
Geography	2 Unit
Industrial Technology – Timber Products & Furniture	2 Unit
Health and Movement Science	2 Unit
Investigating Science	2 Unit
Legal Studies	2 Unit
Mathematics Standard	2 Unit
Mathematics Advanced	2 Unit
Mathematics Extension 1	1 Unit
Modern History	2 Unit
Music 1	2 Unit
Music 2	2 Unit
Physics	2 Unit
Society and Culture	2 Unit
Textiles and Design	2 Unit
Visual Arts	2 Unit
VET COURSES - delivered at School; Must sit optional HSC Exam if requiring an ATAR VET Courses have mandatory work placement	
Construction (Cert II)	2 unit
Hospitality- Food & Beverage (Cert II)	2 unit
Entertainment Industry - Live Production & Technical Services (Cert III)	2 unit

NO Category	
All subjects contribute 2 units to HSC	
All subjects are NON-ATAR	
CONTENT ENDORSED COURSES- CEC	
DELIVERED AT SCHOOL	
SUBJECTS	UNITS
Exploring Early Childhood	2 Unit
Sport, Lifestyle & Recreation Studies	2 Unit
Visual Design	2 Unit
Work Studies	2 Unit

Course: Ancient History			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description:			
Ancient History involves the study of the following areas: Egypt, Near East, Greece and Rome in both the Preliminary and HSC courses.			
The Preliminary course is structured for students to investigate:			
<ul style="list-style-type: none"> • People, groups, events, institutions, societies and historical sites; • Archaeological and written evidence and the methods used by historians and archaeologists. 			
In the HSC course, students use archaeological and written evidence to investigate the Roman towns of Pompeii and Herculaneum along with an ancient society, personality and historical time period from Egypt, the Near East, Greece or Rome			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • Part I - Investigating Ancient History: the Nature of Ancient History and 2 case studies • Part II - Features of Ancient Societies • Part III - Historical Investigation – own research investigation on a particular topic of their choice 			
HSC Course			
<ul style="list-style-type: none"> • Part I: Core Study - Cities of Vesuvius: Pompeii and Herculaneum • Part II: Ancient Societies – choices include societies from Greece, Persia, Egypt and China • Part III: Personalities in their Times – choices include Hatshepsut, Akhenaten, Xerxes, Alexander the Great and Julius Ceasar • Part IV: Historical Periods – choices include Egypt, Persia, Greece and Rome 			
External Exam	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Historical skills in the analysis and evaluation of sources and interpretations	20
		Historical inquiry and research	20
		Communication of historical understanding in appropriate forms	20
	100		100

Course: Biology

Fee: Year 11 - \$7 & Year 12 - \$7

2 units for each of Year 11 and Year 12
Board Developed Course

Course Description:

The *Biology Stage 6 Syllabus* explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

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.

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.

Main Topics Covered:

Year 11 Course Modules:

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

Year 12 Course Modules:

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

Particular Course Requirements:

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

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

External Exam	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Skills in working scientifically	60
	100		100

Course: Business Studies			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description:			
<p>Business activity is a feature of everyone's life. Business Studies offers focus perspectives ranging from the planning of a small to medium business to the management of operations, finance, marketing and human resources.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and practical framework for students to investigate course concepts.</p> <p>The knowledge and skills developed throughout the course have practical application in a wide range of careers.</p>			
Main topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • Nature of Business • Business Management • Business Planning 			
HSC Course			
<ul style="list-style-type: none"> • Operations • Marketing • Finance • Human Resources 			
Particular Course Requirements:			
In the Preliminary course students undertake a research project, investigating the operation of a small business and presenting this as a business plan.			
Assessment : HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Stimulus-based skills	20
		Inquiry and research	20
		Communication of business information, ideas and issues in appropriate forms	20
	100		100

Course: Chemistry

Fee: Year 11 - \$7 & Year 12 - \$7

2 units for each of Year 11 and Year 12
Board Developed Course

Course Description:

The *Chemistry Stage 6 Syllabus* explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The 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.

Chemistry involves using different scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualize the dynamic, miniscule world of atoms in order to gain a better understanding of how chemicals interact.

Main Topics Covered:

Year 11 Course Modules:

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

Year 12 Course Modules:

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

Particular Course Requirements:

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

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

External Exam	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Skills in working scientifically	60
	100		100

Course: Community and Family Studies			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description: Community and Family Studies at Stage 6 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.			
Main Topics Covered:			
Preliminary Course			
Resource Management			
<ul style="list-style-type: none"> Basic concepts of the resource management process. (Indicative course time: 20%) 			
Individuals and Groups			
<ul style="list-style-type: none"> The individual's roles, relationships and tasks with groups. (Indicative course time: 40%) 			
Families and Communities			
<ul style="list-style-type: none"> Family structures and functions and the interaction between family and community. (Indicative course time: 40%) 			
HSC Course			
Research Methodology			
Ethical research procedures culminating in the production of an Independent Research Project. (Indicative course time: 25%)			
Groups in Context			
<ul style="list-style-type: none"> The needs of specific community groups. (Indicative course time: 25%) 			
Parenting and Caring			
<ul style="list-style-type: none"> Individuals and groups who adopt roles in parenting and caring in contemporary society (Indicative course time: 25%) 			
HSC Option Modules (Select <i>one</i> of the following, Indicative course time: 25%):			
Family and Societal Interactions			
<ul style="list-style-type: none"> How government and community structures support and protect family members throughout the lifespan. 			
Social Impact of Technology			
<ul style="list-style-type: none"> The impact of evolving technologies on individuals, families, work and communities. 			
Individuals and Work			
<ul style="list-style-type: none"> Contemporary issues confronting families as they manage their roles within both their family and work environments. 			
Particular Course Requirements:			
As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management			
Assessment: HSC course only			
External Examination	Weighting	Internal Assessment	Weighting
A 3 hour written examination:	100	Knowledge and understanding of course content	40
		Skills in critical thinking, research methodology, analysing and communicating	60
	100		100

Course: Dance		Fee: Year 11 - \$20 & Year 12 - \$20	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>The study of Dance in Years 9 & 10 is NOT a prerequisite for this course. This course is for students with an enthusiasm for movement who may have little or no formal dance training or experience in a particular dance style/s. All can succeed in this course. Performance is only one aspect of the course, students will also learn about composition and appreciation and these are integrated in the study of Dance as an artform.</p> <p>Preliminary Course Students undertake the study of Dance as an artform and the areas of study include Performance, Composition, Appreciation and Technology. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental to this course, and informs all three components. Components to be completed</p> <ul style="list-style-type: none"> – Performance 40% – Composition 30% – Appreciation 30% <p>HSC Course Students continue common study in the three core course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance or Composition or Appreciation or Dance and Technology based on the individuals skill.</p> <ul style="list-style-type: none"> – Core 60% (Performance 20%, Composition 20%, Appreciation 20%) – Major Study 40% Performance or Composition or Appreciation or Dance and Technology. 			
Particular Course Requirements:			
The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Written Paper - Core Appreciation 2 extended response questions each worth 10 marks	20	Performance	20
Practical Exam		Composition	20
• Core Performance Solo dance and interview	20	Appreciation	20
• Core Composition Solo 'Dance' choreographed by candidate and performed by another student, rationale and elaboration	20	Major Study	40
Major Study (Written Paper/Practical Examination/Individual Project)	40		
The students choose to engage in one of the following options:			
• Major Study – Appreciation (Written Paper) 3 extended response questions			
• Major Study – Performance (Practical) One solo dance and interview			
• Major Study – Composition (Practical) Dance choreographed by candidate for 2-3 dancers, rationale and elaboration			
• Major Study – Dance and Technology <u>Option 1 : Choreographing the Virtual Body</u> Choreograph a 'work' for 2-3 virtual dancers using sing computer-based animation software, rationale and elaboration <u>Option 2 : Film and Video</u> Choreograph a 'work' for 2-3 dancers which is filmed and edited, rationale and elaboration			
	100		100

Course: Design & Technology		Fee: Year 11 - \$55 & Year 12 - \$55	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description:			
<p>This course combines the skills of designing, creativity, research, management and production. Design and Technology is a practical course, though it is weighted toward the design process.</p> <p>Design and Technology is for people who may be interested in areas such as; architecture, landscape design, graphics in magazines and posters, interior design, video production, furniture design, industrial design, electronics, fashion design, webpage and games design and event management. These are just some of the areas you may choose to work in, with design professions across many industries.</p> <p>There are no pre-requisites to this subject though experience and /or skill in drawing, computers, sketching or practical subjects will be beneficial.</p> <p>In Year 12 students have to make a Major Project worth 60% of the HSC mark. Examples of previous projects include: an ecofriendly house design, a new range of fast food, a classical tutu, a restaurant layout, a computer desk, welded metal furniture, a fitness program for Police, a gym set and a surfboard. Generally, the choice is yours. Teachers at Port Hacking have skills in wood, metal, electronics, drawing and multimedia.</p> <p>The remaining 40% of the HSC is a theory exam which revolves around design and its influences, cultural, technological, legal and entrepreneurial considerations.</p> <p>If you are interested in any design area in the future, D&T may be for you or if not, it still provides a great variety of background skills for many other industries.</p>			
Course Outline:			
<p>This course incorporates a variety of technologies including but not limited to Metal, Timber, Graphics and Information Technology. Some of the other skills and content covered in the course includes: computer applications, CAD, technical drawing, research, documentation, design and industry studies.</p> <p>Preliminary Course</p> <p>In Year 11 background skills and knowledge are covered in most areas. In the first term the basics of drawing, sketching, computer research and portfolio writing are covered in a virtual project. In Term 2 the content is broadened to include a wider choice of content including, graphic and video skills to model making and page layout. Term 3 is focussed on developing a practical project from one of the following areas: timber, metal, model making, architectural graphics, interactive graphics and video. These skills and techniques will be helpful in the production of their Major Project in Year 12.</p> <p>HSC Course</p> <p>The HSC course comprises the design and construction of a product, system or an environment, entirely of the student's choice. They also cover innovation studies, emerging technologies and other theory topics. We advise that students choose projects based on their interests so that they are self-starting and self-motivated to achieve.</p> <p>A significant advantage of this subject is that students have completed 60% of the subject PRIOR to their HSC exam.</p>			
Assessment HSC course only			
External Examination	Weighting	Internal Assessment	Weighting
<i>Written Examination</i> A one and a half hour written examination that covers questions based on innovation and emerging technologies, designing and producing. These will provide opportunities for students to make reference to the major design project and case study. <i>Section I</i> – 10 multiple choice questions <i>Section II</i> – short answer questions <i>Section III</i> – extended response	40	Innovation and Emerging Technologies, including a compulsory case study of an innovation/design/designer Designing and Producing (which may include aspects of the Major Design Project)	40 60
<i>Major Design Project and Folio</i>	60		100
	100		

Course: Drama		Fee: Year 11 - \$20 & Year 12 - \$20	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description: The study of Drama in Years 9 and 10 is NOT a prerequisite for this course. 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 HSC Group Performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis will 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 the Drama written component or in any other HSC course when choosing Individual Projects.</p>			
<p>Main Topics Covered: Preliminary Course</p> <ul style="list-style-type: none"> • Improvisation, Playbuilding, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles <p>HSC Course</p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre – Black Comedy • Group Performance (Core content) • Individual Project – variety of options for students to choose from 			
<p>Particular Course Requirements: 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 focuses on the components of; Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. These components are interrelated and taught in an integrated program of study. Learning is experiential in these areas. HSC Course content Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces. The Group Performance of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes duration). It provides an 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.</p>			
Assessment HSC course only:			
External Assessment	Weighting	Internal Assessment	Weighting
<p>Written Paper A one and a half hour written exam of two sections:</p> <ul style="list-style-type: none"> • <u>Section 1</u> – Core: Australian Drama and Theatre • <u>Section 2</u> – Studies in Drama and Theatre <p>Group Performance Group performance of an original piece devised collaboratively based on a theme or concept issue, idea or image chosen from Group Performance list on NESAs website.</p> <p>Individual Project Candidates will undertake a project drawn from one of the following areas:</p> <ul style="list-style-type: none"> - Critical Analysis - Design - Performance - Scriptwriting - Video Drama 	<p>40</p> <p>30</p> <p>30</p>	<p>Making</p> <p>Performing</p> <p>Critically Studying</p>	<p>40</p> <p>30</p> <p>30</p>
	100		100

Course: Earth and Environmental Science

Fee: Year 11 - \$7 & Year 12 - \$7

2 units for each of Year 11 and Year 12
Board Developed Course

Course Description:

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The course uses the working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.

Main Topics Covered:

Year 11 Course Modules:

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

Year 12 Course Modules:

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

Particular Course Requirements:

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

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

External Exam	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Skills in working scientifically	60
	100		100

Course: Economics			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description:			
<p>Economics develops students' knowledge, skills, attitude and values for effective economic thinking in a rapidly changing economic environment. It investigates issues such as why unemployment or interest rates change, what economic policies the government is adopting and how these changes will impact on individuals and society.</p> <p>The Preliminary Course examines the different components that constitute any economy. The HSC course focuses on Australian and global economic issues and policies and procedures used to effectively manage the Australian economy.</p> <p>Discussion of economic issues dominates the media and politics. By understanding Economics, students can make informed judgements about issues and policies in order to participate responsibly in decision making.</p> <p>The study of Economics is beneficial in a range of professional careers including business, accounting and finance, media, law, marketing, tourism, environmental studies, property development and government.</p>			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • Introduction to Economics • Consumers and Business • Markets • Labour Markets • Financial Markets • Government and the Economy 			
HSC Course			
<ul style="list-style-type: none"> • The Global Economy • Australia's Place in the Global Economy • Economic Issues • Economic Policies and Management 			
Assessment : HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Stimulus-based skills	20
		Inquiry and research	20
		Communication of economic information, ideas and issues in appropriate forms	20
	100		100

Course: Engineering Studies		Fee: Year 11 - \$30 & Year 12 - \$30	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description:			
Engineering Studies is an important and most beneficial introduction for university or TAFE courses in Engineering, Architecture, Building, Design, Surveying and Applied Sciences.			
Engineering Studies offers students knowledge, understanding and skills in aspects of engineering that include communication (including drawing), forming and manufacturing processes, engineering mechanics/hydraulics, engineering materials/design/innovation, historical/societal influences, engineering electricity/electronics, and the scope of the profession by investigating a range of applications and fields of engineering from the modules set out below in the course outline.			
Course Outline			
Preliminary Course			
Module 1 - Engineering Fundamentals			
This module develops an understanding of the basic principles associated with engineering. Students learn about : mass and force; scalar and vector quantities; simple machines; classification, properties and structure of materials; metals, polymers, ceramics, composites; forming processes; drawing techniques.			
Module 2 – Engineered Products			
Students study one or more products as an introduction to engineering applications. Products include: kettles, washing machines, toasters, portable power tools, irons, vacuum cleaners, wheelbarrows, sprinklers, garden implements, garden mulchers, lawnmowers and motor vehicles.			
Module 3 - Braking Systems			
Braking systems uses braking components and systems to describe engineering principles in mechanics and materials. The historical changes in materials and design of band, drum and disc brakes are investigated, as well as anti-lock braking systems (ABS), regenerative braking systems, automotive handbrake and hydraulic principles.			
Module 4 - Biomedical Engineering			
Students learn about surgical equipment and body replacement parts including- artificial joints, artificial limbs, the bionic ear and artificial hearts. Careers and current issues in this field are explored. Engineers as managers and ethical issues confronted by the bio engineer are also considered.			
HSC Course			
Module 1- Civil Structures			
Examples of civil structures include: bridges, roads, dams and buildings. The historical influences of engineering, the impact of engineering innovation, and environmental implications are discussed. Mechanical analysis of bridges is used to introduce concepts of truss analysis and stress/strain. Material properties and application are explained with reference to a variety of civil structures.			
Module 2 – Personal and Public Transport			
Examples include: bicycles, motor cars, motor cycles, buses, trucks, trains and trams. Students study the historical development of designs and materials; the impact on society; the mechanical analysis of mechanisms; friction, energy, work and power; methods of testing and modifying materials; manufacturing processes; electricity and power distribution; electric motors.			
Module 3 – Aeronautical Engineering			
Students study the design, construction and maintenance of aircraft including – commercial, military and space aircraft, helicopters; historical and societal influences; flight/aerodynamic principles and fluid mechanics; metals, polymers and composite materials; corrosion; propulsion systems.			
Module 4 – Telecommunication			
Students study historical and societal influences; telephone systems (fixed and mobile), radio systems, television systems; satellite communication systems; GPS; transmission media; materials – copper and alloys, polymers, semiconductors and fibre optics; analogue and digital systems.			
Assessment: HSC course only			
External Examination	Mark	Internal Assessment	Weighting
<i>Section I</i> Objective response questions	20	Knowledge and understanding of course content	60%
<i>Section II</i> Short-answer questions	80	Knowledge and skills in research, problem solving and communication related to engineering practice	30
	100		100

Course: Enterprise Computing		Fee: Year 11 - \$30 & Year 12 - \$30	
2 units for each of Preliminary and HSC Board Developed Course			
Course Description:			
<p>The study of Enterprise Computing 11–12 enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.</p> <p>Students develop an understanding of how computing technologies can be harnessed to provide effective user interaction and efficient access to information that supports commercial, industrial, social and environmental initiatives. Students perform project work and apply their knowledge and skills in: interactive media and the user experience, networking systems and social connections, principles of cybersecurity, data science, data visualisations, and intelligent systems. Students use their acquired knowledge and skills to develop an enterprise project. Project work encourages students to collaborate on problems and develop team and communication skills that are highly valued in the industry.</p> <p>Enterprise Computing encourages the understanding of the implications of responsible and ethical application of digital systems, and the application of appropriate standards in the development of solutions. Students learn about the technologies that support enterprise-based information systems. As they develop digital solutions, students investigate social and safety issues relating to cyber safety, cybersecurity and digital footprints.</p>			
Main topics covered			
Preliminary Course:			
<ul style="list-style-type: none"> • Interactive Media and the User Experience • Networking Systems and Social Computing • Principles of Cybersecurity 			
HSC Course			
<ul style="list-style-type: none"> • Data Science • Data Visualisation • Intelligent Systems • Enterprise Project 			
Particular Course Requirements:			
<p>There is no prerequisite for the 2 unit Preliminary course.</p> <p>Completion of the 2 unit Preliminary course is a prerequisite to study the 2 unit HSC course</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two-hour 30-minute examination	100	<ul style="list-style-type: none"> • Data Science • Data Visualisation • Intelligent Systems • Enterprise Project 	25 25 20
			30
	100		100

Course: English Standard			
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: English Advanced; English EAL/D; Extension English, English Studies	
Course Description:			
<ul style="list-style-type: none"> In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts. In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. 			
Main Topics Covered:			
Year 11 Course			
The course has two sections:			
<ul style="list-style-type: none"> Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. Two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning. 			
HSC Course			
The course has four modules:			
<ul style="list-style-type: none"> The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. 			
Particular Course Requirements:			
Across the English Standard Stage 6 Course students are required to study:			
<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. 			
Year 11 Students are required to study:			
<ul style="list-style-type: none"> one complex multimodal or digital text in Module A (this may include the study of film) one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts a wide range of additional related texts and textual forms. 			
HSC Students are required to study:			
<ul style="list-style-type: none"> at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i> at least one related text in the <i>Common module: Texts and Human Experiences</i>. 			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Paper 1	40	Knowledge and understanding of course content	50
Paper 2	60	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
			100

Course: English Advanced			
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: English Standard, English Studies; English EAL/D	
Course Description: <p>In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction. In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.</p>			
Main Topics Covered: <p>Year 11 The course has two sections:</p> <ul style="list-style-type: none"> Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. <p>HSC The course has four modules:</p> <ul style="list-style-type: none"> The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes. 			
Particular Course Requirements: <p>Across the English Advanced Stage 6 course students are required to study:</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. <p>Year 11 students are required to study:</p> <ul style="list-style-type: none"> a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts a wide range of additional related texts and textual forms. <p>HSC students are required to study:</p> <ul style="list-style-type: none"> at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text or may be selected from one of the categories already used at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i> at least one related text in the <i>Common module: Texts and Human Experiences</i>. 			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Paper 1	40	Knowledge and understanding of course content	50
Paper 2	60	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100		100

Course: English EAL/D (English as an Additional Language or Dialect)			
2 units for Year 11 and HSC. Board Developed Course. Exclusions: English Advanced; English Standard; English Studies; English Extension Eligibility rules apply. The English EAL/D course is for students who have been educated in English for five years or less, either in Australia or overseas. The eligibility rules for this course are available on the ACE website .			
Course Description: In the English EAL/D Year 11 course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts. In the English EAL/D Year 12 course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama; film or media or nonfiction. Through this close study of texts, students develop and apply skills in synthesis. In this course, students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational, and vocational lives.			
Main Topics Covered: Year 11 Students study 3–4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are <i>Language and Texts in Context</i> , <i>Close Study of Text</i> and <i>Texts and Society</i> . Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students. HSC Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. The fourth module, <i>Focus on Writing</i> , is studied concurrently throughout the year to develop students' understanding and use of language in developing their own written responses.			
Particular Course Requirements: Across the English EAL/D Stage 6 Course students are required to study: <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. Year 11: Students are required to: <ul style="list-style-type: none"> study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts engage in regular wide reading connected to, and described in, each of the modules engage in speaking and listening components in each module. HSC: Students are required to: <ul style="list-style-type: none"> study at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts study at least one related text in <i>Module A: Texts and Human Experiences</i> engage in speaking and listening components in each module. 			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Paper 1 Module A and Focus on Writing	45	Knowledge and understanding of course content	50
Paper 2 Module B & C	40	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
Listening Paper	15		
	100		100

<p>Courses: Year 11 English Extension HSC English Extension 1 HSC English Extension 2</p>
<p>Prerequisites: (a) English Advanced (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12 (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2 Exclusions: English Standard; English Studies; English EAL/D.</p>
<p>Course Description: In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.</p>
<p>Main Topics Covered: Year 11 The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project. HSC English Extension 1 course – The course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study. The electives are: <ul style="list-style-type: none"> • Literary homelands • Worlds of upheaval • Reimagined worlds • Literary mindscapes • Intersecting worlds English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.</p>
<p>Particular Course Requirements: Across Stage 6 the selection of texts will give students experience of the following as appropriate: <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 texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts. Year 11 : Students are required to: <ul style="list-style-type: none"> • examine a key text from the past and its manifestations in one or more recent cultures • explore, analyse and critically evaluate different examples of such texts in a range of contexts and media • undertake a related research project. HSC English Extension 1 course students are required to study: <ul style="list-style-type: none"> • at least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document) • at least TWO related texts. HSC English Extension 2 course students are required to: Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement. Students can choose to compose in ONE of the following forms: <ul style="list-style-type: none"> • short fiction • creative non-fiction • poetry • critical response • script – short film, television, drama • podcasts – drama, storytelling, speeches, performance poetry multimedia. </p>

Assessment: HSC Extension Course 1			
External Assessment	Weighting	Internal Assessment	Weighting
Examination consisting of TWO sections	50	Knowledge and understanding of complex texts and of how and why they are valued	25
		Skills in complex analysis, sustained composition and independent investigation	25
			50
Assessment: HSC Extension Course 2			
External Assessment	Weighting	Internal Assessment	
Submission of Major work Including a 1000 – 1500 word (maximum) reflection statement	50	Component	Weighting %
		Skills in extensive independent research	50
		Skills in sustained composition	50
			Total
		Students will be assessed by:	
		• a Viva Voce	15
		• a Literature Review	20
		• a Critique of the Creative Process	15
	50		50

Course: English Studies	
Year 11 Course (120 hours)	Indicative Hours
<ul style="list-style-type: none"> Mandatory module – achieving through English: English in education, work and community An additional 2 – 4 modules to be studied 	30 - 40 hours 20 - 30 hours
Text Requirements: In Year 11 students are required to: <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). Across Stage 6 the selection of texts must give students experiences of the following as appropriate: <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 peoples and cultures of Asia Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples texts with a wide range of cultural, social and gender perspectives, popular and youth cultures a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. 	
Additional Requirements: In Year 11 students are required to: <ul style="list-style-type: none"> 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. 	
Year 12 Course (120 hours)	Indicative Hours
<ul style="list-style-type: none"> Mandatory common module – Texts and Human Experiences An additional 2 – 4 modules to be studied 	30 hours 20 - 45 hours
Text Requirements: In both Year 11 and Year 12 students are required to: <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). In Year 12 students will also be required to: study ONE text from the prescribed text list and one related text for the Common Module – texts and Human Experiences. Across Stage 6 the selection of texts must give students experiences of the following as appropriate: <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 peoples and cultures of Asia Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples texts with a wide range of cultural, social and gender perspectives, popular and youth cultures a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts 	
Additional Requirements: In Year 12 students are required to: <ul style="list-style-type: none"> 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. 	
**English Studies is a Board Developed Course. It is for students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students seeking an alternative to the English Standard course, and who intend to proceed from school directly into employment or vocational training. Students of this course who wish to obtain an ATAR are required by the Universities Admission Centre (UAC) to sit the optional HSC examination.	

Course: Food Technology		Fee: Year 11 - \$120 & Year 12 - \$120	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description:			
<p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection, Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course including research on a business operating in the Australian food industry.</p> <p>Throughout the course, students will be given the opportunity to immerse themselves in the real-world applications of their subject in the form of excursions. Past excursions have included visits to the Royal Easter Show and Sydney Fish Markets to see first-hand the Australian food industry in action!</p>			
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:			
<ul style="list-style-type: none"> • 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. <p>It is a mandatory requirement that students undertake practical activities to support each unit of work studied.</p>			
Assessment: HSC course only:			
External Examination	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Knowledge and skills in designing, researching, analysing and evaluating	30
		Skills in experimenting with and preparing food by applying theoretical concepts	30
	100		100

Course: French Beginners		Fee: Year 11 - \$20 & Year 12 - \$55	
2 units for each of Preliminary and HSC Board Developed Course			
Exclusions: Students who studied French in Years 9 and 10.			
Course Description:			
<p>The French Beginners course is intended to give students an opportunity to commence a sustained study of French in the senior school and is designed for students who have little or no prior knowledge of the language.</p> <p>French is one of the major languages of the world and has been, by tradition, the language of diplomacy. For more than 200 years, Australia has had strong connections with France. In the 21st century, a strong relationship continues to exist through trade and investment, communication technologies, education, scientific and technological research and cultural exchange.</p> <p>The Preliminary and HSC courses will enable students to:</p> <ul style="list-style-type: none"> • develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in French in interpersonal situations • interpret and respond to texts, applying their knowledge and understanding of language and culture • create and present texts in French for specific audiences, purposes and contexts, incorporating their linguistic and cultural knowledge, understanding and skills. <p>Students will use the skills of listening, speaking, reading and writing, either individually or in combination.</p>			
Main Topics Covered:			
<p>The topics will be studied through the two independent perspectives of the student's personal world and the French-speaking communities</p> <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and past times • Holidays, tourism and travel • Future plans and aspirations <p>The topics provide contexts in which students develop their communication skills in French and their knowledge of language and culture.</p>			
Particular Course Requirements: Nil			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
An oral examination: Speaking	20	Speaking Listening Reading Writing	20 30 30 20
A written examination: Listening Reading Writing in French	30 30 20		
	100		100

Course: French Continuers		Fee: Year 11 - \$60 & Year 12 - \$20	
2 units for each of Preliminary and HSC HSC Board Developed Course Prerequisites: Have studied French in Years 9 and 10 or have an equivalent level of knowledge.			
Course Description: The study of French contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. The study of French promotes understanding of different attitudes and values within the wider Australian community and beyond. It will better equip students as travellers and provide access to a significant part of the culture, traditions and attitudes of French-speaking countries and communities. The Preliminary Course The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, French will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of French-speaking communities through the study of a range of texts. The HSC Course The HSC course focuses on the three prescribed themes and associated topics (see below). Students will gain a broader and deeper understanding of French and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of French-speaking communities will develop further.			
Themes		Topics:	
There are three prescribed themes:		The topics below will be studied through these three themes.	
<ul style="list-style-type: none"> • the individual • the French speaking communities • the changing world 		<ol style="list-style-type: none"> 1. Personal identity 2. Relationships 3. Leisure and interests 4. Daily life/lifestyles 5. Travel and tourism 6. School life and aspirations 7. Arts and entertainment 8. The world of work 9. Current issues 10. The young person's world 	
Students' language skills are developed through tasks such as:			
<ul style="list-style-type: none"> • Conversation (speaking) • Responding to an aural stimulus (listening) • Responding to written material (reading) • Writing (eg letter, email, dialogue, postcard writing) 			
Particular Course Requirements: Nil			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
An Oral examination: Conversation	20	Speaking Listening and Responding Reading and Responding	20 30 30
A written examination: Listening and responding Reading and responding Writing in French	25 40 15	Writing in French	20
	100		100

Course: Geography			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description:			
<p>Geography is a life-long interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied. Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities.</p> <p>Studies in both physical and human geography provide an important information base on which students investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society.</p>			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • Biophysical Interactions • Global Challenges • Senior Geography Project 			
HSC Course			
<ul style="list-style-type: none"> • Ecosystems at Risk • Urban Places • People and Economic Activity 			
Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.			
Particular Course Requirements:			
Students complete a Senior Geography Project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses. There will be additional costs associated with fieldwork depending on location.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Geographical tools and skills	20
		Geographical inquiry and research, including fieldwork	20
		Communication of geographical information, ideas and issues in appropriate forms	20
	100		100

Course: Health and Movement Science		
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil
Course Description:		
<p>The Health and Movement Science course is studied in Year 11 and 12.</p> <p>In Year 11 there is a focus on the health of young people, with students having the opportunity to research a selected health issue of interest. They analyse the skills needed to protect and enhance the health and wellbeing of themselves and others. Students consider how movement skills are acquired, developed and improved, by exploring the characteristics of learners, the acquisition of skill, practice methods, performance elements and feedback. They investigate the relationship between performance and psychological factors, including motivational strategies, and the impact communities of exercise can have on participation and performance.</p> <p>In Year 12 students explore how healthy Australians are by comparing the health status of Australians within and across population groups. Students examine major chronic conditions, diseases and injury, and the impact these conditions can have on the healthcare system. Students investigate the significance of training for improved performance by recognising the importance of personalised exercise assessment and prescription, and exploring how various training types and methods can be used to positively affect physiological adaptations. Students compare training plans and programs for recreational or elite individuals and groups, applying their understanding of biomechanics, injury prevention, training methods and technology to analyse how athletes can train for sustained movement and performance.</p> <p>The Collaborative Investigation and Depth Studies provides opportunities for students to develop knowledge and skills to support their own and others' health and movement. It allows students to manage their own learning and to become flexible, critical thinkers, problem-solvers and decision-makers.</p>		
Main Topics Covered:		
Year 11 course structure and requirements (120 hours)		
The Year 11 course comprises 4 components. Students are required to study all 4 components of the course.		
<ul style="list-style-type: none"> • Health for Individuals and Communities • The Body and Mind in Motion • Collaborative Investigation • Depth Studies (minimum of 2) 	<ul style="list-style-type: none"> 40 hours 40 hours 20 hours 20 hours 	
Year 12 course structure and requirements (120 hours)		
The Year 12 course comprises 3 components. Students are required to study all 3 components of the course.		
<ul style="list-style-type: none"> • Health in Australian and Global Context • Training for Improved Performance • Depth Studies (minimum of 2) 	<ul style="list-style-type: none"> 45 hours 45 hours 30 hours 	
Assessment: HSC course only		
External Assessment	Knowledge and Skills	Weighting
A three hour written paper	<ul style="list-style-type: none"> • Knowledge and understanding of course content • Skills in collaboration, analysis, communication, creative thinking, problem solving and research 	40 60
		100

Course: Industrial Technology – Timber Products & Furniture		Fee: Year 11 - \$55 & Year 12 - \$55	
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 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 industry focus area and an introduction to industrial processes and practices.			
Course Outline: The majority of the course is project based in the practical room, however, other skills and content covered in the course includes: computer software, technical and CAD drawing, CNC machinery, research, design and industry studies. Preliminary Course Students follow a set of plans to create a Hallway Table, implementing a variety of joining methods, including: mortice and tenon, housing, stopped housing, rebate, board widening, dovetail, inlay work, edge treatment and laser cutting. There is also scope for individual student design throughout the production process. Students are also given the task of designing and constructing a Jewellery Box, apply design principles and research to develop and produce their project. Students will be taken through the process of creating a folio demonstrating appropriate documentation techniques in research, sketching, designing, planning and time management, demonstrate problem solving and WHS through diarising their production. Students will also be given theoretical content relating to Industrial Related Manufacturing Technologies and Industry Study theoretical content relating to industry through the study of a number of businesses. Focusing on the organisation and management, sociological and physical environment, Personnel, WHS and a study on the impact of new and emerging technologies on the timber and furniture industry. The HSC Course In Year 12, students are to design and construct a major project with an accompanying folio which documents their designs, planning, research, materials selection, construction techniques, problem solving, time management and evaluation. Examples of previous years projects include: coffee table, TV cabinet, hall stand, liquor cabinet, jewellery box, outdoor furniture, entertainment unit. The folio and major work are marked prior to the HSC and combined are worth 60% of the total mark. The remaining 40% is allocated to a theory exam sat during the normal HSC period. 60% Major Project – including design folio. 40% HSC Theory Exam. A significant advantage of this subject is that students have completed 60% of the subject PRIOR to their HSC exam.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 1 ½ hr written examination			
<i>Section I – Industry Related Manufacturing Technology</i> Multiple choice questions specific to each industry focus area.	10	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	40
<i>Section II – Industry Related Manufacturing Technology</i> Short answer questions specific to each industry focus area.	15	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project.	60
<i>Section III – Industry Study</i> Candidates answer one structured extended response question.	15		
Major Project	60		
	100		100

Course: Investigating Science

Fee: Year 11 - \$7 & Year 12 - \$7

2 units for each of Year 11 and Year 12
Board Developed Course

Course Description:

The *Investigating Science Stage 6 Syllabus* is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific 'working scientifically' skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the 'working scientifically' skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active enquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding skills, values and attitudes gained in science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

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.

Main Topics Covered:

Year 11 Course Modules:

- Cause and Effect – Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws

Year 12 Course Modules:

- Scientific Investigations
- Technologies
- Fact or Fallacy
- Science and Society

Particular Course Requirements:

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










A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

External Exam	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Skills in working scientifically	60
	100		100

Course: Legal Studies			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description:			
<p>The Legal Studies course investigates the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives. Course work is supplemented by visits to courts and investigating contemporary issues.</p> <p>The Legal Studies course offers excellent preparation for life through the study of the legal system, its principles, structures, institutions and processes.</p> <p>In addition to the skills of critical analysis and effective communication students are prepared for full and active participation as citizens in Australia.</p>			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • The Legal System • The Individual and the Law • The Law in Practice 			
HSC Course			
<ul style="list-style-type: none"> • Crime • Human Rights • Two Options 			
Optional studies are to be chosen from the following topics:			
<ul style="list-style-type: none"> – Consumers – Global Environmental Protection – Family – Indigenous peoples – Shelter – Workplace – World Order 			
Key themes and challenges are integrated into all topics.			
Assessment HSC course only.			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	60
		Inquiry and research	20
		Communication of Legal Studies information, issued and ideas in appropriate forms	20
	100		100

Course: Mathematics Standard		
2 units Year 11 and Year 12 Board Developed Course		
Prerequisites: The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the <i>NSW Mathematics Years 7 – 10 Syllabus</i> , specifically the content and outcomes of all substrands of Stage 5.1 Mathematics course and most substrands of the Stage 5.2 course.		
Year 12: Standard 1 and Standard 2 In Year 12, students can elect to study either the Standard 1 course (Category B) or the Standard 2 course (Category A).		
Course Description: Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. This course offers students the opportunity to prepare for post-school options of employment or further training. Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. The course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.		
Content: This course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner. The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard Syllabus.		
Year 11 Standard (ALL students): <ul style="list-style-type: none"> • Algebra: <ul style="list-style-type: none"> - Formulae and Equations - Linear Relationships • Measurement: <ul style="list-style-type: none"> - Applications of Measurement - Working with Time • Financial Mathematics: <ul style="list-style-type: none"> - Money Matters • Statistical Analysis: <ul style="list-style-type: none"> - Data Analysis - Relative Frequency and Probability 	Year 12 Standard 1: <ul style="list-style-type: none"> • Algebra: <ul style="list-style-type: none"> - Types of Relationships • Measurement: <ul style="list-style-type: none"> - Right-angled Triangles - Rates - Scale Drawings • Financial Mathematics: <ul style="list-style-type: none"> - Investment - Depreciation and Loans • Statistical Analysis: <ul style="list-style-type: none"> - Further Statistical Analysis • Networks: <ul style="list-style-type: none"> - Networks and Paths 	Year 12 Standard 2: <ul style="list-style-type: none"> • Algebra: <ul style="list-style-type: none"> - Types of Relationships • Measurement: <ul style="list-style-type: none"> - Non-right-angled Triangles - Rates and Ratios • Financial Mathematics: <ul style="list-style-type: none"> - Investment and Loans - Annuities • Statistical Analysis: <ul style="list-style-type: none"> - Bivariate Data Analysis - The Normal Distribution • Networks: <ul style="list-style-type: none"> - Network Concepts - Critical Path Analysis
External HSC Examination		School-based Assessment
Year 12 Mathematics Standard 1 (Category B) Students studying Mathematics Standard 1 may elect to undertake the optional HSC examination. This exam will be different to the Year 12 Mathematics Standard 2 exam. Should a student seek an Australian Tertiary Admission Rank (ATAR), the examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the calculation of the ATAR.		<i>Year 11 Mathematics Standard</i> Three Assessment tasks which includes ONE assignment or investigation style task and the yearly examination.
Year 12 Mathematics Standard 2 (Category A) All students studying the Mathematics Standard 2 course will sit for the HSC examination. The examination will consist of a written paper worth 100 marks. The time allowed is 2 hours and 30 minutes. A reference sheet will be provided. Section I (15 marks) will be objective response questions, Section II (85 marks) questions may contain parts, with 35 to 40 items and at least two items will be worth 4 or 5 marks.		<i>Year 12 Mathematics Standard</i> Four Assessment tasks which includes ONE assignment or investigation style task and the Trial HSC examination.

Course: Mathematics Advanced	
2 units Year 11 and Year 12 Board Developed Course Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Year 7 – 10 Syllabus</i> and in particular, the content and outcomes from the Stage 5.3 course or high performance results in the Stage 5.2 course.	
Course Description: The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. The Mathematics Stage 6 courses, in particular Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2, form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The introductory concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications.	
Content: This course provides students with the opportunity to develop their knowledge, understanding and skills in mathematics and working mathematically. Students have the opportunity to develop ways of thinking and use mathematics as a powerful way of viewing and modelling the world to investigate patterns, order, generality and uncertainty. The paperclip  symbolises common content with the Mathematics Standard course.	
Year 11 <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> - Working with Functions  • Trigonometric Functions <ul style="list-style-type: none"> - Trigonometry and Measure of Angles  - Trigonometric Functions and Identities • Calculus <ul style="list-style-type: none"> - Introduction to Differentiation • Exponential and Logarithmic Functions <ul style="list-style-type: none"> - Logarithms and Exponentials • Statistical Analysis <ul style="list-style-type: none"> - Probability and Discrete Probability Distributions  	Year 12 <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> - Graphing Techniques  • Trigonometric Functions <ul style="list-style-type: none"> - Trigonometric Functions and Graphs • Calculus <ul style="list-style-type: none"> - Differential Calculus - The Second Derivative - Integral Calculus  • Financial Mathematics <ul style="list-style-type: none"> - Modelling Financial Situations  • Statistical Analysis <ul style="list-style-type: none"> - Descriptive Statistics and Bivariate Data Analysis  - Random Variables 
HSC External Examination	School-based Assessment
All students studying the Mathematics Advanced course will sit the HSC examination. The Mathematics Advanced examination will focus on the course objectives and the Year 12 outcomes and the Year 11 course is assumed knowledge and may be assessed. <i>The examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 10 minutes reading time. A reference sheet will be provided. Section I (10 marks) will be objective response questions. Section II (90 marks) may contain parts, with 37 to 42 items and at least two items will be worth 4 or 5 marks.</i>	<i>Year 11 Mathematics Advanced</i> Three Assessment tasks which includes ONE assignment or investigation style task and the yearly examination. <i>Year 12 Mathematics Advanced</i> Four Assessment tasks which includes ONE assignment or investigation style task and the Trial HSC examination.

Course: Mathematics Extension 1	
1 unit Year 11 and Year 12 Board Developed Course Students studying one or both Extension courses must study both Mathematics Advanced Year 11 and Mathematics Extension 1 Year 11 courses before undertaking the study of Mathematics Extension 1 Year 12, or both Mathematics Extension 1 Year 12 and Mathematics Extension 2 Year 12.	
Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Year 7 – 10 Syllabus</i> and achieved at a high level in the Mathematics 5.3 course.	
Course Description: The Mathematics Stage 6 courses, in particular Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2, form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The introductory concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications. Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality. Mathematics Extension 1 provides a basis for progression to further study in Mathematics or related disciplines in which Mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.	
Content: This course provides students with the opportunity to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. Students have the opportunity to develop rigorous mathematical arguments and proofs and use mathematical models extensively. Students develop their awareness of the interconnected nature of mathematics, its beauty and its functionality.	
Year 11 <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> - Further Work with Functions - Polynomials • Trigonometric Functions <ul style="list-style-type: none"> - Inverse Trigonometric Functions - Further Trigonometric Identities • Calculus <ul style="list-style-type: none"> - Rates of Change • Combinatorics <ul style="list-style-type: none"> - Working with Combinatorics 	Year 12 <ul style="list-style-type: none"> • Proof <ul style="list-style-type: none"> - Proof by Mathematical Induction • Vectors <ul style="list-style-type: none"> - Introduction to Vectors • Trigonometric Functions <ul style="list-style-type: none"> - Trigonometric Equations • Calculus <ul style="list-style-type: none"> - Further Calculus Skills - Applications of Calculus • Statistical Analysis <ul style="list-style-type: none"> - The Binomial Distribution
HSC External Examination	School-based Assessment
All students studying the Mathematics Extension 1 course will sit the HSC examination. The Mathematics Extension 1 examination will focus on the course objectives and the Year 12 outcomes and the Year 11 course is assumed knowledge and may be assessed. <i>The examination will consist of a written paper worth 70 marks. The time allowed is 2 hours plus 10 minutes reading time. A reference sheet will be provided. Section 1 (10 marks) will be objective response questions. Section II (60 marks) may contain parts with 23 to 28 items and at least one item will be worth 4 or 5 marks.</i>	<i>Year 11 Mathematics Extension 1</i> Three Assessment tasks which includes ONE assignment or investigation style task and the yearly examination. <i>Year 12 Mathematics Extension 1</i> Four Assessment tasks which includes ONE assignment or investigation style task and the Trial HSC examination.

Course: Modern History			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description:			
<p>The study of Modern History challenges students to consider the great social, technological, economic, political and moral transformations from the late 18th century to the present.</p> <p>The Preliminary course provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background for their more specialised HSC studies.</p> <p>The HSC Course is designed for students to investigate national and international forces for change and continuity in the twentieth century.</p>			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • Part I: Investigating Modern History: the Nature of Modern History and 2 case studies • Part II: Historical Investigation • Part III: The Shaping of the Modern World 			
HSC Course			
<ul style="list-style-type: none"> • Part I: Core Study: Power and Authority in the Modern World 1919 - 1946 • Part II: National Studies • Part III: Peace and Conflict • Part IV: Change in the Modern World 			
External Assessment		Internal Assessment	
A three hour written examination	100	Knowledge and understanding of course content	40
		Historical skills in the analysis and evaluation of sources and interpretations	20
		Historical inquiry and research	20
		Communication of historical understanding in appropriate forms	20
	100		100

Course: Music 1		Fee: Year 11 - \$30 & Year 12 - \$30	
2 units for each of Preliminary and HSC Board Developed Course			
Prerequisites: Music mandatory course (or equivalent)			
Exclusions: Music 2 (Year 11 & 12) and Music Extension (Year 12 only)			
Course Description: The Music 1 course caters for students with varying degrees of prior formal and informal learning in music. The study of Music in Years 9 and 10 is NOT a prerequisite for this course. The curriculum structure is adaptable and accommodates the widely differing needs and abilities of students, ranging from the broadly based to the desire to specialise, by allowing flexibility in the topic choice and areas of study. The students will: <ul style="list-style-type: none"> • develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts • develop the skills to evaluate music critically • develop an understanding of the impact of technology on music • develop personal values about music. 			
Main Topics Covered: Students study three topics in the Preliminary course and three topics in the HSC course. The HSC course topics can follow either one of the following options: <ul style="list-style-type: none"> • Three topics that are different from those studied in the Preliminary course; OR • Two topics which are different and one topic from the Preliminary course studied in greater depth; exploring new repertoire and including a comparative study. The topics for study are chosen from a list of 21 topics which cover a broad range of styles, periods and genres.			
Particular course requirements:			
Preliminary Course Students will engage in core learning experiences in Performance, Composition, Musicology and Aural within the contexts of their selected topics of study. In the Preliminary Course all four of these areas are assessed equally.			
HSC Course In addition to core learning experiences in Performance, Composition, Musicology and Aural, students are given the opportunity to specialise and maximise areas of strength by selecting three elective options from any combination of Performance, Composition or Musicology. The students will select one elective option for each of the three topics covered in the HSC course. Students are required to keep a portfolio of the development of the components Core Composition and Elective Composition. The portfolio may be requested by NESAs to validate authorship of any submitted Elective Compositions.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Written Paper – Aural Skills 4 short answer questions	30	Performance	10
Practical Exam – Core Performance Performance of one piece representative of any of the three HSC topics	20	Composition	10
Electives (20 each elective) The students will select any combination of three electives from the following options: <ul style="list-style-type: none"> • Performance (one piece per elective) • Composition (one submitted work per elective) • Musicology (one Viva Voce presentation per elective) 	60	Musicology	10
		Aural	25
		Electives (students will select 3 electives worth 15% each) from the areas of Performance or Composition or Musicology	45
*The marks for the Core Performance (20) and the Electives (60) will be converted to a mark out of 70 and then added to the aural paper worth 30 to total mark out of 100.	110 *		100

Course: Physics

Fee: Year 11 - \$7 & Year 12 - \$7

2 units for each of Year 11 and Year 12
Board Developed Course

Course Description:

The *Physics Stage 6 Syllabus* involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' 'working scientifically' skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions and analyse the interconnectedness of physical entities.

Main Topics Covered:

Year 11 Course Modules:

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

Year 12 Course Modules:

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

Particular Course Requirements:

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

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

External Exam	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Skills in working scientifically	60
	100		100

Course: Society and Culture			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
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 central to the areas of study. Students develop an understanding of research methods and in Year 12 undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).			
Main topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • The Social and Cultural World • Personal and Social Identity • Intercultural Communication 			
HSC Course			
Core:			
<ul style="list-style-type: none"> • Social and Cultural Continuity and Change • Personal Interest Project 			
Depth Studies			
Two to be chosen from:			
<ul style="list-style-type: none"> • Popular Culture • Belief Systems and Ideologies • Social Inclusion and Exclusion • Social Conformity and Nonconformity 			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two hour written examination	60	Knowledge and understanding of course content	50
		Application and evaluation of social and cultural research methodologies	30
Personal Interest Project	40	Communication of information, ideas and issues in appropriate forms	20
	100		100

Course: Textiles & Design		Fee: Year 11 - \$30 & Year 12 - \$20	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description:			
<p>The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile, Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and the textile item(s).</p> <p>Students are given the opportunity to enhance their understanding of coursework through both incursions and excursions. In Year 11, students will participate in a Whitehouse Institute of Design fashion drawing workshop. Students will attend the "Texstyle" exhibition in Year 12 to view exemplary Major Textile Projects from the previous HSC year.</p>			
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 (10%) • Major Textiles Project (50%) 			
Particular Course Requirements:			
<p>In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study as either experimental work and/or project work. In the HSC course, the Major Textile Project allows students to develop a textile project that reflects a cultural, historical or contemporary aspect of design. Focus areas direct the choice of student projects and include apparel, costume, textile arts, furnishings and non-apparel. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course for both the HSC Examination and Major Textile Project.</p> <p>There is a subject fee that contributes toward the cost of textile sundries and equipment. In addition, students are responsible for the cost of their own materials for each project.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination of one and a half hours	50	Knowledge and understanding of course content	50
Major Textile Project	50	Skills and knowledge in the design, manufacture and management of textiles projects	50
	100		100

Course: Visual Arts

Fee: Year 11 - \$60 & Year 12 - \$70

2 units for each of Preliminary and HSC
Board Developed Course

Course Description:

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'Body of Work' in the HSC course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from a range of cultures, traditions and times.

The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts who have not studied Visual Arts in Years 9 and 10.

In both Preliminary and HSC courses an emphasis is placed on students directly experiencing artworks through attendance at exhibitions and regular gallery visits. These experiences are compulsory and an important component of this course.

Main Topics Covered:

Preliminary Course learning opportunities focus on:

- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists' artwork, the world and audiences in the art world
- The frames and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on:

- How students may develop their own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the art world
- How students may further develop meaning and focus in their work and document their artmaking practice and inventions in their Visual Arts process diary.

Particular Course Requirements:

Preliminary Course

A focus on the key components and concepts that need to be known in the visual arts through

- the content of practice, conceptual framework, frames
- making artworks in at least two forms
- use of a visual arts process diary
- broad investigation of ideas in art criticism and art history

HSC Course

A focus on more interpretive investigations and relationships through:

- the content of practice, conceptual framework, frames
- the development of a body of work
- use of a visual arts process diary
- investigation of content through at least five case studies in art criticism and art history

Assessment : HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Written Paper – Art Criticism and Art History A one and a half written exam of two sections <u>Section 1</u> – three short answer questions that may consist of parts <u>Section 2</u> – Extended response to one question chosen from a selection of six options	50	Artmaking Art criticism and art history	50 50
Body of Work (Submission)	50		
	100		100

Vocational Education Policy

All students are eligible to undertake vocational courses available at the school. The information about such courses is provided through careers lessons, individual inquiry/ advice, and through Subject Information sessions, the latter held early in Term 3 each year.

Courses within the VET Curriculum Frameworks were developed within the seven industry frameworks. Specific courses delivered at Port Hacking High School are:

- Construction (240 hours)
- Entertainment Industry (240 hours)
- Hospitality Food and Beverage (240 hours)
- Sport Coaching (240 hours)

Each framework course is based on units of competency within the relevant national training package.

Work placement of 70 hours is mandatory for each framework course and this will be completed during school time.

* Failure to complete work placement will result in an N determination.

Work placement is organised through Southern Sydney BEN. Work placement for students who wish to organise their own placement must satisfy school and course requirements and be organised through the teacher of the relevant course.

Work placement is not work experience. Each student is expected to perform and observe industry practice at an appropriate level. The work placement program centres on the enhancement of competencies learnt/practised at school.

Parents are informed of work placement dates and requirements and relevant insurance documentation must be completed prior to confirmation of the work placement. Relevant documents, including consent forms, are to be retained at school.

Students are to be informed by their teacher of responsibilities in the workplace, general WH&S matters and their duty to report any concerns they have about behaviours in the workplace, including their reporting immediately to parents or school if the concern required immediate action.

During the work placement, the student will take to the workplace a journal to be signed each day by his/her supervisor and in which relevant sections will be completed. This booklet is to be returned to the teacher of the course on completion of the work placement period.

Students undertaking work placement will not be disadvantaged in formal assessment programs for other courses they are undertaking.

RECOGNITION OF PRIOR LEARNING

Teachers will explain to students the processes involving RPL. Students will need to complete separate forms for each competency for which they seek RPL. The forms will be submitted to the Appeals Committee comprising the Principal, Careers Adviser, Head Teacher and Course Teacher. Copies of Application for RPL are attached to this statement.

AUSTRALIAN TERTIARY ADMISSION INDEX (ATAR)

Students undertaking 240 hour courses will be given the option of sitting for an external written HSC examination which will count towards their ATAR. This inclusion is subject to meeting NESA HSC Course requirements. Only one 240 hour VET course will be counted toward the ATAR.

Marks awarded will be shown on the Record of Achievement. The mark awarded will not be relevant to the student's ability to receive AOF qualifications.

ASSESSMENT OF COMPETENCIES

VET courses are competency based. Assessment of competencies is criterion-based. The performance of each student is judged against a prescribed standard, not against the performance of other students, past or present. Students are provided with a number of opportunities and in a variety of forms to show competency in performance in each designated area. A student is judged to be competent or not yet competent.

All elements of competency must be achieved for students to demonstrate the achievement of a Unit of Competency. Schools are required to report to NESA on the Units of Competency achieved by each student in each VET course. This information will form the basis for the award of an AQF VET Certificate or Statement of Attainment.

NESA does not require an assessment mark in VET courses. However, for general school reporting purposes the half-yearly report will indicate general progress by the student and their competence achievement in all units delivered.

Assessment of Competency will include a variety of processes:

- observation
- written tasks
- assignments
- class exercises
- oral questioning/ tests
- examination of quality of product

APPEALS PROCEDURES

Students seeking an appeal should address a letter to the Principal.

COMPLAINTS POLICY

Port Hacking follows the DET Policy that can be found at the following web address:
www.det.nsw.edu.au/policies/index.shtml

STUDENT ACCESS TO COMPETENCY INFORMATION

Copies of information relevant to student coursework and competency are available through

- the competency log
- work placement log and evaluation
- correspondence
- school reports and interim reports, as appropriate
- Students online at NESA

FEES AND REFUNDS

Fees payable to the school are for materials and consumable involved in projects and skills exercised related to units of competency.

The fees for the VET courses available at Port Hacking High School are:

Construction:	Year 11 - \$60 & Year 12 - \$60
Hospitality Food and Beverage:	Year 11 - \$140 & Year 12 - \$140
	Other: \$30 for black $\frac{3}{4}$ length apron & chef's hat

Students in need of financial assistance may contact the school Principal. All applications are handled confidentially.

Students may be required for work placement to purchase basic equipment including Personal Protective Equipment. Students undertaking Hospitality are required to purchase uniforms and equipment.

Students who leave the particular VET course prior to its completion will need to apply for REFUNDS, where appropriate. No refund for equipment purchased eg PPE will generally be met.

STUDENTS WITH SPECIAL NEEDS

Students with special needs, with their parents, will need to meet with the Principal and Careers Adviser to discuss issues relating to specific requirements and programs. Processes to ensure identification of priorities will need to be set up and identification of relevant settings and strategies formulated and monitored.

Special requirements for work placement will also need to be outlined and monitored.

PROGRAMS AND REGISTERS

Registration of programs are ongoing. Student evaluations will be part of such registration.

A separate copy of details regarding competency reached/ assessment is kept by each teacher.

Student records are archived for 7 years. Student logs and other details are to be attached to the school's student record file.

VET COURSES

Delivered at school

School Delivered Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain an HSC or RoSA and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW RTOs are accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) before enrolment. Students will require a form of identification for the creation of the USI. You can create a USI through <http://www.usi.gov.au> using your Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport. This must be done prior to enrolment into courses.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

2025 Construction Course Descriptor

CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

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

Course: Construction

Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.

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

Transferrable industry skills gained in this course

- risk management
- time management
- basic emergency response
- communication
- problem solving
- decision making

Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$60

HSC - \$60

School Specific equipment and associated requirements for students

Refunds

Refund arrangements are on a pro-rata basis
Please refer to your school refund policy

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

Exclusions: Students can only undertake the Construction (120 indicative hours) course or the Construction (240 indicative hours) course. General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- customer service skills
- teamwork
- organisational skills
- adaptability
- critical thinking
- problem solving

Examples of occupations in the hospitality industry

- food and beverage attendant
- espresso coffee machine operator
- restaurant host/hostess
- receptionist
- function attendant
- barista and café service

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Course Cost: Preliminary - \$140.00 HSC - \$140.00

Other: \$30:00 – Black ¾ length apron, and chef’s hat

School Specific equipment and associated requirements for students

Refunds

Refund arrangements are on a pro-rata basis.
Please refer to your school refund policy

A school-based traineeship is available in this course. For more information:

<https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality>

Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Entertainment Industry Course Descriptor

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

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

Course: Entertainment Industry Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
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By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a Statement of Attainment (SOA) towards a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/training/details/cua30420>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- | | |
|--|--|
| <ul style="list-style-type: none"> customer (client) service skills technical production of lighting, sound and vision communication skills | <ul style="list-style-type: none"> creativity critical thinking problem solving |
|--|--|

Examples of occupations in the entertainment industry

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> assistant sound technician assistant lighting technician | <ul style="list-style-type: none"> follow spot operator front of house assistant | <ul style="list-style-type: none"> production crew stagehand |
|---|--|--|

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - \$xxxx HSC - \$xxxx
Add school specific equipment and associated requirements for students eg uniform purchase, White card course. (site specific information)

Refunds
 Refund arrangements are on a pro-rata basis.
 Please refer to your school refund policy

A school-based traineeship is not available for this course.

Exclusions: Students can only undertake the Entertainment Industry (120 indicative hours) course or the Entertainment Industry (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

CONTENT ENDORSED COURSES

Delivered at School

Course: Exploring Early Childhood	Fee: Year 11 - \$30 & Year 12 - \$30
2 units for each of Preliminary and HSC Content Endorsed Course	
<p>Course Description:</p> <p>Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning.</p> <p>This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p> <p>The Exploring Early Childhood course aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact; be it as a friend, carer, parent or educator. Students will also study a range of related issues within an early childhood context. Course activities will be hands on and practical wherever possible.</p> <p>The course offers initial learning experiences that can lead to further post study at university or TAFE or vocational training in the child care industry. Learning may also continue through ongoing life experiences as an area of personal interest.</p>	
<p>Course structure:</p> <p>The course has three core modules which are compulsory</p> <ul style="list-style-type: none"> Part A. Pregnancy and Childbirth (15 hours) Part B. Child Growth and Development (20 hours) Part C. Promoting Positive Behaviour (10 hours) <p>Fourteen optional modules are also offered</p> <ol style="list-style-type: none"> 1. Learning experiences for Young Children 2. Starting school 3. Gender and Young Children 4. Children and Change 5. Children of Aboriginal and Torres Strait Islander Communities 6. Historical and cultural contexts of Childhood 7. The Children’s Services Industry 8. Young Children and the Media 9. Young Children and the Law 10. Children’s Literature 11. Food and Nutrition 12. Child Health and Safety 13. Young Children and Special Needs 14. Play and the Developing Child <p>The optional modules to be studied will be selected based on student interest, teacher expertise and available resources.</p>	
<p>Assessment:</p> <p>There is no external examination (delivered by NESA) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.</p> <p>All Content Endorsed Courses count towards the High School Certificate and appear on the student’s Record of Achievement. However, Content Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).</p>	

Course: Sport, Lifestyle and Recreation Studies																
2 units for each of Preliminary and HSC Content Endorsed Course																
<p>Course Description:</p> <p>Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.</p> <p>Students also develop a preparedness to contribute to the establishment of a health-promoting community that is supportive of its members adopting a healthy lifestyle.</p> <p>This course caters for a wide range of student needs. It can assist students in developing:</p> <ul style="list-style-type: none"> • the qualities of a discerning consumer and an intelligent critic of physical activity and sport • high levels of performance skill in particular sports • the capacity to adopt administrative roles in community sport and recreation • the skills of coach, trainer, first aid officer, referee and fitness leader. In the context of this course it may be possible for students to acquire recognised qualifications in these areas. <p>It is also a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives.</p> <p>The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students are given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive.</p> <p>The areas of sports science, physical education and human movement present viable post school study and career pathways. The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.</p>																
<p>Sport, Lifestyle and Recreational studies consists of 15 modules. Modules are selected by the PDHPE Department with consideration given to available resources. Four to five modules will be studied in Year 11 and four to five modules in Year 12.</p> <p>Modules</p> <table> <tr> <td>1. Aquatics</td> <td>9. Healthy Lifestyle</td> </tr> <tr> <td>2. Athletics</td> <td>10. Individual Games</td> </tr> <tr> <td>3. Dance</td> <td>11. Outdoor Recreation</td> </tr> <tr> <td>4. First Aid & Sports Injury</td> <td>12. Resistance Training</td> </tr> <tr> <td>5. Fitness</td> <td>13. Social Perspectives Games & Sport</td> </tr> <tr> <td>6. Games & Sports Application I</td> <td>14. Sports Administration</td> </tr> <tr> <td>7. Games & Sports Application II</td> <td>15. Sports Coaching</td> </tr> <tr> <td>8. Gymnastics</td> <td></td> </tr> </table>	1. Aquatics	9. Healthy Lifestyle	2. Athletics	10. Individual Games	3. Dance	11. Outdoor Recreation	4. First Aid & Sports Injury	12. Resistance Training	5. Fitness	13. Social Perspectives Games & Sport	6. Games & Sports Application I	14. Sports Administration	7. Games & Sports Application II	15. Sports Coaching	8. Gymnastics	
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6. Games & Sports Application I	14. Sports Administration															
7. Games & Sports Application II	15. Sports Coaching															
8. Gymnastics																

Course: Visual Design		Fee: Year 11 - \$50 & Year 12 - \$60
2 units for each of Preliminary and HSC Content Endorsed Course (Non-ATAR)		
<p>Course Description</p> <p>Visual Design involves students in the creation, photographing and advertising of designed products. This course will introduce students to 21st Century methods to utilising relevant social media platforms to advertise and brand their designed objects and artforms. Students will critically study and explore a range of expressive forms, experimenting with digital images and photographic processes, designed objects such as ceramics, jewellery, clothing, furniture, posters, and publications to communicate ideas about our world and their social identity.</p> <p>This course utilises a flexible structure, building on related studies in Visual Arts Years 7–10 and Photography 9-10. Visual Design also caters for students with limited experiences in the arts world or who have not been involved in the designing and advertising process before. It provides a basic introduction to Visual Design which can complement study in the Visual Arts and other learning areas and develop knowledge and skills which can be applied in a wide range of situations.</p> <p>Visual Design provides opportunities for students to pursue their abilities and interest in design fields, developing a commitment to and capacity for lifelong learning in this area. This may lead to further post-school study at university or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.</p>		
<p>Main Topics Covered:</p> <p>The students’ study one Mandatory Module and Additional 3-5 Modules throughout the duration of their studies. The duration of each module can vary, cumulating to 240 hours over the 2 year course.</p> <p>Modules</p> <p><u>Mandatory Module:</u> Work Health and Safety</p> <p><u>Additional Modules:</u> Graphic Design (Advertising), Wearable Design (Clothing, Imagery & Jewellery), Product Design (Packaging), Interior/Exterior Design, and General (Individual/Collaborative Design Project)</p>		
<p>Particular Course Requirements:</p> <p>Students are required to keep a diary over the duration of the course which will be assessed in conjunction with other work produced.</p> <p>Preliminary Course</p> <p>Students will engage in practical experimentation in a range of expressive forms, designing and advertising objects that reflect their interest and world, documenting their experimentation and progress in their diary</p> <p>HSC Course</p> <p>Students build on their interests and ideas developed in the Preliminary course to produce a folio of work and document their progress in their diary.</p>		
Assessment:		
Internal Assessment	Weighting	
Design and Making	70	
Critical and Historical Studies Examination on topics studied including technical information and conceptual on aspects of artist they have studied.	30	
	100	

Course: Work Studies
2 units for each of Preliminary and HSC Content Endorsed Course
<p>Assessment</p> <p>There is no external examination for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.</p> <p>All Content Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Content Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).</p>
<p>Course Description</p> <p>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, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.</p> <p>The <i>Work Studies CEC</i> syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the <i>Work Studies</i> syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.</p>
<p>Pattern of Study</p> <p>Over <u>two years</u>, students must complete one core mandatory unit and 6-8 elective modules.</p> <p>Core mandatory unit – <i>My Working Life</i></p> <p>Elective modules:</p> <ul style="list-style-type: none"> • <i>In the Workplace</i> • <i>Preparing Job Applications</i> • <i>Workplace Communication</i> • <i>Teamwork and Enterprise Skills</i> • <i>Managing Work and Life Commitments</i> • <i>Personal Finance</i> • <i>Workplace Issues*</i> (the prerequisite module is <i>In the Workplace</i>) • <i>Self-Employment*</i> (the prerequisite module is <i>Managing Work and Life Commitments</i>) • <i>Team Enterprise Project*</i> (the prerequisite module is <i>Teamwork and Enterprise Skills</i>) • <i>Experiencing Work</i> (one or two of these modules may be undertaken provided that they do not exceed 50 percent of course time) • <i>School-Developed Module</i>. <p>Modules indicated by an asterisk, require the completion of prerequisite modules or appropriate prior learning.</p>

A Non-ATAR Course of Study

How important is an ATAR?

The ATAR is calculated by UAC (Universities Admission Centre). This is a body operated and controlled by the universities. The ATAR is traditionally released the day after the HSC results.

The ATAR (Australian Tertiary Admissions Rank) has one purpose only – to enable universities to select students for direct entry into university straight from high school. (However, there are universities that will accept HSC students who have not qualified for an ATAR.)

An ATAR is not a mark – it is a rank of students in a particular year. The same student getting the same HSC marks in different years could be given a different rank.

At the age of 21 you can apply for university admission as a mature age student. This is not dependent on having an ATAR.

TAFE and most private colleges do not use the ATAR.

Employers do not use an ATAR.

Can I qualify for the HSC even if I don't qualify for an ATAR?

Absolutely.

The HSC is designed and administered by NESA (NSW Educational Standards Authority). This is the same body which writes NSW syllabi, issues the ROSA in Years 10 & 11, moderates school assessment task marks, writes and administers the HSC external exams, calculates the final HSC marks and gives the raw HSC marks to UAC to calculate the ATAR.

The HSC has different course requirements from the ATAR.

It is possible to be awarded a HSC without doing **any** external HSC exams.

Non-ATAR subjects

- English Studies
(non-ATAR option – no HSC exam undertaken)
- Standard Maths 1
(non-ATAR Standard Maths 1 option in Year 12 – no HSC exam undertaken)
- CEC Work Studies
- CEC Sport, Leisure, Recreation (SLR)
- CEC Exploring Early Childhood
- VET Courses (non ATAR option – no HSC Exam)