



Bass High School

**Higher School Certificate
Information for Students**

Year 11 2021

Year 12 2022

*Information for Students Progressing to Year 11 in 2021
and to Year 12 in 2022*

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The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to

- provide a curriculum structure that encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose.
 - capacity to manage their own learning.
 - desire to continue learning in formal or informal settings after school.
 - capacity to work together with others.
 - respect for the cultural diversity of Australian society.
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

Additional information about courses and the HSC is available at:
www.educationstandards.nsw.edu.au

A Message for Parents and Students

This booklet has been prepared to help students intending to continue their education at Bass High School into Year 11 in the year 2021 to make informed decisions. It is the first step in the process towards students making their subject choices for next year. Each student will be interviewed and individually advised during Term 3. These decisions are very important and may affect their future success at school and beyond.

Students should choose subjects because they are interested in them, have the abilities to cope with them and finally, may help them gain entry into courses after school or into employment.

It is important that students prepare at school for an occupational future. It is also important that students receive the type of broad educational base from which a variety of occupational choices may stem. It is particularly important that students have the best possible preparation for taking part in a society that is subject to rapid change and increasing in diversity, remembering that most jobs now require students to have studied to Year 12 level.

Due to economic and social change more students are now staying on at school to find a place in the workplace. All students are strongly advised to consider not only their needs and interests in selecting subjects but their ability to handle the particular subject at the Higher School Certificate level. In particular they should consider their abilities in English expression, Mathematics and Science as well as their past performance in relation to other students. Approximately 25% of students in this year will gain entry and attend university straight from school. Many others do not wish to go to university; their subject choices may be very broad and include Vocational Courses (VET Courses), these courses may give a student a head start into a chosen career. From past experience approximately 70% of students leaving Year 12 attend further study, usually at a TAFE college. Many of these students then continue their study onto university after completing a TAFE course.

Students need to carefully select subjects for Years 11 and 12. There are many people around the school that they can rely on for advice to help them make a thoughtful choice. The Principal, Deputy Principals, Career Advisor, Head Teachers, Student Advisor and teachers are all very willing to help.

The HSC has many pathways. Choose carefully.

Information About the HSC

General Information

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

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses will be linked to further education and training.
- Extension courses (including undergraduate university courses) will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses can count towards the HSC and will also lead to qualifications recognised across a range of industries.
- The HSC will include life skills courses for students with special education needs.
- The HSC will fairly assess each student's knowledge and skills.
- If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.
- For each course you will receive easy-to-understand reports which contain much more information. These reports provide clearer indications of what you have demonstrated you know, understand and can do in each course.

What Types of Courses Can I Select?

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

Board Developed Courses

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

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

All students entered for the HSC who are studying these courses follow these syllabuses. Courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses

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

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

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) 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) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will 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 of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing any competencies achieved for the VET course undertaken.

Board Developed VET courses are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

Life Skills Courses as Part of a Special Program of Study

Stage 6 (Years 11 and 12) Life Skills courses will be available for students following a Special Program of Study for the Higher School Certificate.

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both Year 11 and Year 12.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Year 11 course and a 2 unit Year 12 course.

The Board expects that most students would meet the outcomes for a 2 unit Year 11 course and a 2 unit Year 12 course over approximately 240 indicative hours in total (i.e.120 indicative hours in each course).

Meeting the HSC Minimum Standard in Literacy and Numeracy

Students need reading, writing and numeracy for everyday life after school.

This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC from 2021.

Students will show they meet the HSC minimum standard by passing online tests of basic literacy and numeracy skills, which are available for them to sit when they are ready in Year 10, 11 and 12 and after the HSC.

Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential.

For more information on HSC Minimum Standards in Literacy and Numeracy please see the NESA website www.educationstandards.nsw.edu.au

What Are Units?

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

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

$$2 \text{ units} = 4 \text{ hours per week (120 hours per year)} = 100 \text{ marks}$$

What follows is a guideline to help you understand the pattern of courses.

2 Unit Course

This is the basic structure for all courses. It has a value of 100 marks.

Extension Course

- Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.
- English and Mathematics Extension Courses are available at Year 11 and Year 12 levels. Students must study the Year 11 extension course in these subjects before proceeding to the two Year 12 extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- Year 12 extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 Unit Course

- 1 unit equals approximately 2 hours of class time each week or 60 hours per year.
- Studies of Religion can be undertaken as either a 1 unit or a 2 unit course.
- There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.

Requirements for the Award of the HSC

If you wish to be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by the NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the Higher School Certificate examinations.
- you must study a minimum of 12 units in the Year 11 course (Year 11) and a minimum of 10 units in the Year 12 course. Both the Year 11 course and the Year 12 course must include the following:
 - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - at least three courses of 2 units value or greater
 - at least four subjects

At most 6 units of courses in Science can contribute to Higher School Certificate eligibility.

If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the Year 12 Course. A booklet containing important information about university entry requirements is published by UAC and available from the Career Adviser.

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

Course Changes in Stage 6

NESA allows some flexibility for swapping between courses to ensure the pattern of study undertaken best suits a student's needs. These changes however must still allow the student to meet the minimum requirements of the courses that are studied in terms of fulfilling the recommended hours and meeting the learning outcomes of the course.

To meet these requirements Year 11 students will be allowed to change between courses up until one month after students commence year 11. After this date no further changes will be allowed.

The exception to this rule is changing between courses within the same subject areas, which is only possible in English and Mathematics. These courses allow a longer period of time before changes are no longer permitted. The deadline for changes within English and Mathematics courses are outlined in the table below:

Year 11		
English	Advanced to Standard	After Yr 11 Semester 1 Report
	Standard to Studies	After Yr 11 Semester 1 Report
Maths	Mathematics to Standard	After Yr 11 Semester 1 Report

Year 12		
English	Advanced to Standard	After Yr 12 Semester 1 Report
	Standard to Studies	After Yr 12 Semester 1 Report
Maths	Mathematics to Standard 2	Not possible
	Standard 2 to Standard 1	After Yr 12 Semester 1 Report

Australian Tertiary Admission Rank (ATAR)

These following rules apply for students seeking University entrance.

Rule # 1 – Eligibility for an ATAR

A student must complete at least ten units of Board Developed courses including at least two units of English. The Board Developed courses must include at least three courses of two units or greater, and at least four subjects.

NB. English Studies students *who want an ATAR will not be able to include any other Category B units* and will need at least 8 units of Category A courses.

Rule # 2 – Calculation of the ATAR

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:

- the best two units of English
- the best eight units from the remaining units, subject to the provision that *no more than two units of Board Developed VET Courses be included.*

Board Developed VET Courses

- Business Services (VET)
- Construction (VET)
- Hospitality Kitchen Operations (VET)
- Retail Services (VET)

Board Endorsed VET Course

This course DOES NOT contribute toward an ATAR

- Sport Coaching (VET)

Content Endorsed Courses



These courses DO NOT contribute towards an ATAR:






- Numeracy CEC (Numeracy skills for everyday life)
- Photography, Video and Digital Imaging
- Sport, Lifestyle and Recreation Studies
- Sport, Lifestyle and Recreation Studies - Rugby League
- Visual Design

FAQ on the ATAR

TOP TIPS FOR CHOOSING HSC COURSES

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

SCALING MYTHS	MYTH	FACT
	 Some courses are always 'scaled up', therefore I should study those.	 The way a course is scaled depends entirely on the average academic performance of all the students doing that course that year – and it can change from year to year. For most courses, your scaled mark will be lower than your HSC mark. To get the best possible position and maximise your scaled marks, select the courses you'll do best in.

	 Some courses are always 'scaled down', therefore I should avoid those.	
 I need to study 'hard' subjects to get high scaled marks.	 'Hard' is a subjective term. Everyone has different strengths and interests. Students who achieve an ATAR of 99.95 study a large variety of subjects.	
 I should study Mathematics Standard 2 rather than Mathematics Advanced to get a better ATAR.	 It's very difficult to predict which course will lead to a higher scaled mark. Your scaled mark depends on the average academic ability of the students studying that course and your position in the course. When considering which maths course to study, remember that some university courses have prerequisites or assumed knowledge of Mathematics Advanced. It's important to choose the level of maths that best suits your plans for further study.	

How can I find out more?

There is a lot more information about the ATAR on UAC's website at <https://www.uac.edu.au/future-applicants/atar>

Courses Offered at Bass High School

These courses will only run in 2021 if there is sufficient demand from students to form classes. If a particular course cannot commence because of insufficient demand, students who have indicated a preference for this course will need to make an alternative choice later in the year. Remember that in Year 11 students must complete an English course and study a total of 12 units.

Board Developed Courses for the Higher School Certificate

English (Studies) - Category B
English (Standard)
English (Advanced)
English Extension 1
Mathematics Standard
Mathematics Advanced
Mathematics Extension 1
Agriculture
Ancient History
Biology
Business Studies
Chemistry
Community and Family Studies
Design and Technology
Drama
Earth and Environmental Science
Economics
Food Technology
Geography
Industrial Technology - Multimedia
Information Processes and Technology
Investigating Science
Japanese Beginners
Legal Studies
Modern History
Music 1
Personal Development, Health and Physical Education
Physics
Visual Arts

Board Developed VET Courses – optional HSC exam

Business Services (240 indicative hours)
Construction (240 indicative hours)
Hospitality Kitchen Operations (240 indicative hours)
Retail Services (240 indicative hours)

Board Endorsed VET Course

Sport Coaching (240 indicative hours)

Content Endorsed Courses

Numeracy CEC (Numeracy skills for everyday life)
Photography, Video and Digital Imaging
Sport, Lifestyle and Recreation Studies
Sport, Lifestyle and Recreation Studies - Rugby League
Visual Design

Vocational Education & Training (VET)

The Board Developed VET Courses offered at Bass High are:

- Business Services (VET)
- Construction (VET)
- Hospitality Kitchen Operations (VET)
- Retail Services (VET)

The Board Endorsed VET Course offered at Bass High is:

- Sport Coaching (VET)

Each course will be taught as a 2 Unit course. Students may wish to study more than one of these courses as part of their 12 Year 11 units. The teachers of these courses have been trained and assessed to the relevant industry standards.

The VET courses below will include a written examination in the Higher School Certificate in addition to the other requirements of the course if this course is to be included in the calculation of an ATAR.

Subject	Course
Business Services	Business Services - Certificate II in Business (240 hours)
Construction	Construction - Certificate II in Construction Pathways (240 hours)
Hospitality - Kitchen Operations	Hospitality - Kitchen Operations - Certificate II in Kitchen Operations (240 hours)
Retail Services	Retail Services - Certificate III in Retail (240hours)

Other HSC VET Courses

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

- Financial Services (Accounting) (Board Developed Course delivered by TAFE)
- Electrotechnology (Board Developed Course delivered by TAFE)
- Human Services (Nursing) (Board Developed Course delivered by TAFE or NSW Area Health)

A wide range of Content Endorsed and Board Endorsed VET Courses are available through TAFE (You should check with your Careers Advisor on the available TAFE delivered HSC VET courses).

Content Endorsed Courses Offered at Bass High School in 2021

Course	
Numeracy CEC (Numeracy skills for everyday life)	2 unit Year 11 and Year 12
Photography, Video and Digital Imaging	2 unit Year 11 and Year 12
Sport, Lifestyle and Recreation Studies	2 unit Year 11 and Year 12
Sport, Lifestyle and Recreation Studies - Rugby League	2 unit Year 11 and Year 12
Visual Design	2 unit Year 11 and Year 12

Exclusions applying to Content Endorsed Courses are listed in the course descriptions of this booklet with the relevant Content Endorsed Courses (CEC) course description.

TAFE Delivered EVET Courses

There are a number of EVET courses offered to Year 11 and Year 12 students in 2021 & 2022. Note that the courses offered by each college are subject to change. See the Careers Advisor for copy of the *2021 EVET course guide*. Further information can be obtained from the website:

www.tafensw.edu.au/study/types-courses/tvet

Note that these external courses must be studied in addition to the 12 or 13 units studied at Bass High School.

Languages

Students interested in studying a language may be able to study the languages below through other institutions such as Saturday School or the Open High School. Further information can be obtained from the following websites:

<http://www.theopenhs-d.schools.nsw.edu.au/>

<https://saturdaycl-h.schools.nsw.gov.au/>

or see Mr Dimech for details.

HSC Course Notes

- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Agriculture, Visual Arts, Drama, Design and Technology, Dance. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course.

Additional information about courses and the HSC is available at:

<https://www.educationstandards.nsw.edu.au>

Assessment and Reporting

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers are provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks that you undertake during the course.
 - The other 50% will come from the HSC examination.
 - Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio containing:
 - *The HSC Testamur*. This is the official certificate confirming your achievement of all requirements for the award.
 - *The Record of Achievement*. This document lists the courses you have studied and reports the marks and bands you have achieved.
 - *Course Reports*. For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.
- Further information, including samples of certificates may be found at <https://www.educationstandards.nsw.edu.au>

What Contributions are Payable?

Subject Contributions

In Year 11 & 12 some subject contributions are levied in order to cover the cost of materials, instruments, patterns, etc. **These contributions are compulsory.**

Hospitality (VET) also has a refundable bond payable at the beginning of Year 11 to cover the use of uniform and toolbox and will be refunded on their return in good order and condition.

What contributions are payable	Amount	What contributions are payable	Amount
School Contribution (per family) includes P&C Membership	\$60.00	Hospitality (VET)	\$100.00
		Industrial Technology - Multimedia	Nil
Agriculture	Nil	Information Processes Technology	Nil
Ancient History	Nil	Investigating Science	Nil
Biology	Nil	Japanese Beginners	Nil
Business Services (VET)	Nil	Legal Studies	Nil
Business Studies	Nil	Mathematics	Nil
Chemistry	Nil	Modern History	Nil
Community and Family Studies	Nil	Music	Nil
Construction (VET)	\$100.00	Photography, Video and Digital Imaging	\$30.00
Design & Technology	\$30.00	PDHPE	Nil
Drama	Nil	Physics	Nil
Earth and Environmental Science	Nil	Retail Services (VET)	Nil
Economics	Nil	SLR	Nil
English	Nil	SLR - Rugby League- includes Gym Membership	\$50.00
Food Technology	\$20.00	Sport Coaching (VET)	Nil
Geography	Nil	Visual Arts	\$30.00
Hospitality (VET) Bond - Refundable Yr 12	\$50.00	Visual Design	\$30.00

Course Descriptions: Board Developed Courses

Course: English Studies		Year 11 Course No: 30105 Year 12 Course No: 30115	
2 units for each of Year 11 and Year 12		Board Developed Course – Category B	
<p>Exclusions: Students may not study any other Stage 6 English course in conjunction with English Studies. Those students who take English Studies in the 2021 HSC and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation. Therefore, English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.</p>			
<p>Course Description English Studies addresses the needs of those students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course. The course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. The course focuses on supporting students to refine their skills and knowledge in English and consolidate their literacy skills to enhance their personal, educational, social and vocational lives. English Studies is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.</p>			
<p>Year 11 Course Content Mandatory module – Achieving through English: English in education, work and community (30-40 hours) An additional 2–4 modules (20-30 hours each)</p> <p>Year 12 Course Content Mandatory Common Module: Texts and Human Experiences (30 hours) An additional 2–4 modules (20-45 hours each)</p>			
<p>Particular Course Requirements Across Stage 6 the selection of texts will give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> • reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and 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 			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Paper 1 (2.5 hours) Common Module: Texts and Human Experience	70	Mandatory Common Module: Texts and Human Experiences	30
Please note – English Studies external examination is OPTIONAL , and if completed, will contribute to the awarding of an ATAR		2 to 4 Elective Modules: Module L Module M Module H	25 20 25
			100
		Assessment Modes and Components:	
		Knowledge and understanding of course content	50
		Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50
	70		100
<p>The Year 12 formal school-based assessment program for English Studies reflects the following requirements:</p> <ul style="list-style-type: none"> • a maximum of four assessment tasks • the minimum weighting for an individual task is 10% • the maximum weighting for an individual task is 40% • one task may be a formal written examination with a maximum weighting of 20% • one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% • assessment of the Common Module must integrate teacher or student selected related material 			

Course: English (Standard)		Year 11 Course No: 11130 Year 12 Course No: 15130	
2 units for each of Year 11 and Year 12		Board Developed Course	
Exclusions: English (Advanced); English (ESL); English Studies; English (Extension)			
Course Description The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.			
Year 11 Course Content		Year 12 Course Content	
<ul style="list-style-type: none"> • Common Module: Reading to Write (40 hours) • Module A: Contemporary Possibilities (40 hours) • Module B: Close Study of Literature (40 hours) 		<ul style="list-style-type: none"> • Common Module: Texts and Human Experiences (30 hours) • Module A: Language, Identity and Culture (30 hours) • Module B: Close Study of Literature (30 hours) • Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B) 	
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of the following: <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate 			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of:			
Paper 1 (1.5 hours) Common Module: Texts and Human Experience	40	Common Module: Texts and Human Experience & Module C: Craft of Writing	30
Paper 2 (2 hours) Module A Module B Module C	60	Module A Module B Trial Examination	25 20 25
			100
		Assessment Modes and Components:	
		Knowledge and understanding of course content	50
		Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes. <i>*mandatory multimodal presentation</i>	50
	100		100
The Year 12 formal school-based assessment program for English Standard reflects the following requirements: <ul style="list-style-type: none"> • a maximum of four assessment tasks • the minimum weighting for an individual formal task is 10% • the maximum weighting for an individual formal task is 40% • one task may be a formal written examination with a maximum weighting of 30% • one task must focus on Module C – The Craft of Writing with a minimum weighting of 25% • one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes • assessment of the Common Module must integrate student selected related material 			

Course: English (Advanced)		Year 11 Course No: 11140 Year 12 Course No: 15140	
2 units for each of Year 11 and Year 12		Board Developed Course	
Exclusions: English (Standard); Fundamentals of English; English (ESL) Board Developed Course			
Course Description The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.			
Year 11 Course Content <ul style="list-style-type: none"> • Common Module: Reading to Write (40 hours) • Module A: Narratives that Shape our World (40 hours) • Module B: Critical Study of Literature (40 hours) Year 12 Course Content <ul style="list-style-type: none"> • Common Module: Texts and Human Experiences (30 hours) • Module A: Textual Conversations (30 hours) • Module B: Critical Study of Literature (30 hours) • Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B) 			
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of: <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate 			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of:			
Paper 1 (1.5 hours) Common Module: Texts and Human Experience	40	Common Module: Texts and Human Experience & Module C: Craft of Writing	30
Paper 2 (2 hours) Module A Module B Module C	60	Module A Module B Trial Examination	25 20 25 100
		Assessment Modes and Components:	
		Knowledge and understanding of course content	50
		Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes. <i>*mandatory multimodal presentation</i>	50
	100		100
The Year 12 formal school-based assessment program for English Advanced reflects the following requirements: <ul style="list-style-type: none"> • a maximum of four assessment tasks • the minimum weighting for an individual formal task is 10% • the maximum weighting for an individual formal task is 40% • one task may be a formal written examination with a maximum weighting of 30% • one task must focus on Module C – The Craft of Writing with a minimum weighting of 25% • one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes • assessment of the Common Module must integrate student selected related material 			

Courses: Year 11 English Extension Year 12 English Extension 1		Year 11 Course No: 11150 Year 12 Course No: 15160	
1 unit for each of Year 11 and Year 12		Board Developed Course	
Prerequisites: (a) English (Advanced) (b) Preliminary English Extension is a prerequisite for English Extension Course 1 Exclusions: English (Standard); English Studies; Fundamentals of English; English (ESL)			
Course Description The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.			
Year 11 Course Content Module: Texts, Culture and Value (40 hours) Related research project (20 hours) Year 12 Course Content Common module: Literary Worlds with ONE elective option (60 hours)			
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of the following: <ul style="list-style-type: none"> • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate 			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination of two hours duration	50	Common Module: Literary Worlds	25
		Module A, B or C	25
			50
		Assessment Modes and Components:	
		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		50
The Year 12 formal school-based assessment program for English Extension 1 reflects the following requirements: <ul style="list-style-type: none"> • three assessment tasks • the minimum weighting for an individual task is 20% • the maximum weighting for an individual task is 40% • one task may be a formal written examination with a maximum weighting of 30% • one task must be a creative response with a maximum weighting of 40% • at least one task must integrate student selected related material 			

Course: Year 12 English Extension 2

Course No: 15170

1 unit for Year 12 only

Board Developed Course

Prerequisites:

- (a) English (Advanced)
- (b) Year 11 English Extension is a prerequisite for English Extension Course 1
- (c) English Extension Course 1 is a prerequisite for English Extension Course 2

Exclusions: English (Standard); English Studies; Fundamentals of English; English (ESL)

Course Description

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.

Year 12 Course Content

- The Composition Process
- Major Work
- Reflection Statement
- The Major Work Journal (60 hours)

Particular Course Requirements

Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement

Assessment: Year 12 Course only

External Assessment	Weighting	Internal Assessment	Weighting
Submission of Major Work Including a 1000–1500 word (maximum) reflection statement	50	Proposal: Presentations of proposal for Major Work Viva Voce: Interview and discussion/ exploration of the work in progress Report: The impact of independent investigation on the development of the Major Work	50
			50
		Assessment Modes and Components:	
		Skills in extensive independent research	25
		Skills in sustained composition	25
	50		50

The Year 12 formal school-based assessment program for English Extension 2 has the following requirements:

Please note: Assessment will be based on the process of composing the Major Work.

As part of that process, there will be three assessment tasks:

- a Viva Voce with a weighting of 30%
- a Literature Review with a weighting of 40%
- a Critique of the Creative Process with a weighting of 30%

Course: Year 11 Mathematics Standard Year 12 Mathematics Standard 1 and 2		Course No: 11236 Course No: 15231/15232	
2 units for each of Year 11 and Year 12		Board Developed Course	
<p>Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.1/5.2 Mathematics course for the RoSA, together with the recommended options <i>Trigonometry</i> and <i>Further Algebra</i>.</p> <p>Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Standard Mathematics.</p>			
<p>Course Description</p> <p>Standard Mathematics focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.</p> <p>The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.</p>			
<p>Main Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Algebra <ul style="list-style-type: none"> - MS-A1: Formulae and Equations - MS-A2: Linear Relationships • Measurement <ul style="list-style-type: none"> - MS-M1: Applications of Measurement - MS-M2: Working with Time • Financial Mathematics <ul style="list-style-type: none"> - MS-F1: Money Matters • Statistical Analysis <ul style="list-style-type: none"> - MS-S1: Data Analysis - MS-S2: Relative Frequency and probability 		<p>Year 12 Standard 1 Course</p> <ul style="list-style-type: none"> • Algebra <ul style="list-style-type: none"> - MS-A3: Types of Relationships • Measurement <ul style="list-style-type: none"> - MS-M3: Right-angled Triangles - MS-M4: Rates - MS-M5: Scale Drawings • Financial Mathematics <ul style="list-style-type: none"> - MS-F2: Investment - MS-F3: Depreciation and Loans • Statistical Analysis <ul style="list-style-type: none"> - MS-S3: Further Statistical Analysis • Networks <ul style="list-style-type: none"> - MS-N1: Networks and Paths <p>Year 12 Standard 2 Course</p> <ul style="list-style-type: none"> • Algebra <ul style="list-style-type: none"> - MS-A4: Types of Relationships • Measurement <ul style="list-style-type: none"> - MS-M6: Non-right-angled Trigonometry - MS-M7: Rates and Ratios • Financial Mathematics <ul style="list-style-type: none"> - MS-F4: Investments and Loans - MS-F5: Annuities • Statistical Analysis <ul style="list-style-type: none"> - MS-S4: Bivariate Data Analysis - MS-S5: The Normal Distribution • Networks <ul style="list-style-type: none"> - MS-N2: Networks Concepts - MS-N3: Critical Path Analysis 	
The Year 12 Standard 1 course has the option of students opting in or out of the HSC exam.			
External Assessment (Year 12)	Weighting	Internal Assessment (Year 12)	Weighting
<p>A single Year 12 examination of two and one half hours' duration.</p> <p>No more than 30% of the examination will be based on the Year 11 course. Questions based on the Year 11 course can also be asked when they lead in to questions based on the Year 12 course. Marks from these lead-in questions will not be counted in the 30% Year 11 allowance.</p> <p>Calculators, including graphics calculators, that meet Board requirements (as advised through the Official Notices section of the <i>Board Bulletin</i>) may be used.</p> <p>Geometrical instruments and approved geometrical templates may be used.</p>	100	<p>A variety of assessment tasks across all of the content of the course.</p> <p>Once the assessment of the Year 12 course has commenced, some Year 11 course work can be included in assessment tasks for Standard Mathematics. No more than 30% of the assessment is to be based on the Preliminary course.</p>	100
	100		100

Course: Year 11 Mathematics Advanced Year 12 Mathematics Advanced		Course No: 11255 Course No: 15255		
2 units for each of Year 11 and Year 12		Board Developed Course		
<p>Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.3 Mathematics course for the RoSA, along with the recommended options.</p> <p>Exclusions: Standard Mathematics</p>				
<p>Course Description</p> <p>The course is intended to give students who have demonstrated competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world with emphasis on statistics, algebra and calculus. It has general educational merit and is also useful for concurrent studies in science and commerce. The course provides a sufficient basis for further studies in mathematics as a minor discipline at tertiary level. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.</p>				
<p>Main Topics Covered</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> - MA-F1: Working with Functions • Trigonometric Functions <ul style="list-style-type: none"> - MA-T1: Trigonometry and Measure of Angles - MA-T2: Trigonometric Functions and Identities • Calculus <ul style="list-style-type: none"> - MA-C1: Introduction to Differentiation • Exponential and Logarithmic Functions <ul style="list-style-type: none"> - MA-E1: Logarithms and Exponentials • Statistical Analysis <ul style="list-style-type: none"> - MA-S1: Probability and Discrete Probability Distributions </td> <td style="vertical-align: top; width: 50%;"> <p>Year 12 Course</p> <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> - MA-F2: Graphing Techniques • Trigonometric Functions <ul style="list-style-type: none"> - MA-T3: Trigonometric Functions and Graphs • Calculus <ul style="list-style-type: none"> - MA-C2: Differential Calculus - MA-C3: Applications of Differentiation - MA-C4: Integral Calculus • Financial Mathematics <ul style="list-style-type: none"> - MA-M1: Modelling Financial Situations • Statistical Analysis <ul style="list-style-type: none"> - MA-S2: Descriptive Statistical and Bivariate Data Analysis - MA-S3: Random Variables </td> </tr> </table>			<p>Year 11 Course</p> <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> - MA-F1: Working with Functions • Trigonometric Functions <ul style="list-style-type: none"> - MA-T1: Trigonometry and Measure of Angles - MA-T2: Trigonometric Functions and Identities • Calculus <ul style="list-style-type: none"> - MA-C1: Introduction to Differentiation • Exponential and Logarithmic Functions <ul style="list-style-type: none"> - MA-E1: Logarithms and Exponentials • Statistical Analysis <ul style="list-style-type: none"> - MA-S1: Probability and Discrete Probability Distributions 	<p>Year 12 Course</p> <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> - MA-F2: Graphing Techniques • Trigonometric Functions <ul style="list-style-type: none"> - MA-T3: Trigonometric Functions and Graphs • Calculus <ul style="list-style-type: none"> - MA-C2: Differential Calculus - MA-C3: Applications of Differentiation - MA-C4: Integral Calculus • Financial Mathematics <ul style="list-style-type: none"> - MA-M1: Modelling Financial Situations • Statistical Analysis <ul style="list-style-type: none"> - MA-S2: Descriptive Statistical and Bivariate Data Analysis - MA-S3: Random Variables
<p>Year 11 Course</p> <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> - MA-F1: Working with Functions • Trigonometric Functions <ul style="list-style-type: none"> - MA-T1: Trigonometry and Measure of Angles - MA-T2: Trigonometric Functions and Identities • Calculus <ul style="list-style-type: none"> - MA-C1: Introduction to Differentiation • Exponential and Logarithmic Functions <ul style="list-style-type: none"> - MA-E1: Logarithms and Exponentials • Statistical Analysis <ul style="list-style-type: none"> - MA-S1: Probability and Discrete Probability Distributions 	<p>Year 12 Course</p> <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> - MA-F2: Graphing Techniques • Trigonometric Functions <ul style="list-style-type: none"> - MA-T3: Trigonometric Functions and Graphs • Calculus <ul style="list-style-type: none"> - MA-C2: Differential Calculus - MA-C3: Applications of Differentiation - MA-C4: Integral Calculus • Financial Mathematics <ul style="list-style-type: none"> - MA-M1: Modelling Financial Situations • Statistical Analysis <ul style="list-style-type: none"> - MA-S2: Descriptive Statistical and Bivariate Data Analysis - MA-S3: Random Variables 			
External Assessment	Internal Assessment			
<p>A single written examination paper of three hours duration, consisting of ten questions of equal value.</p> <p>Questions from the Year 11 course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Year 11 course (or earlier) when required for questions on the Year 12 course. That is, questions based on the Year 11 course can be asked when they lead in to questions based on topics from the Year 12 course. Marks from these lead-in questions will not be counted in the two-question allowance from the Year 11 course.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>	<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (80%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (20%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment in both components.</p> <p>Once the assessment of the Year 12 course has commenced, some Year 11 course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Year 11 course.</p>			

Course: Year 11 Mathematics Extension 1 Year 12 Mathematics Extension 1		Course No: 11250 Course No: 15250		
1 unit in each of Year 11 (Year 11 Mathematics Extension) and Year 12		Board Developed Course		
<p>Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.3 Mathematics course for the RoSA, along with the recommended options.</p> <p>Exclusions: Standard Mathematics</p>				
<p>Course Description</p> <p>The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world with emphasis on algebra and calculus. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.</p>				
<p>Main Topics Covered</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> - ME-F1: Further Work with Functions - ME-F2: Polynomials • Trigonometric Functions <ul style="list-style-type: none"> - ME-T1: Inverse Trigonometric Functions - ME-T2: Further Trigonometric Identities • Calculus <ul style="list-style-type: none"> - ME-C1: Rates of Change • Combinations <ul style="list-style-type: none"> - ME-A1: Working with Combinatorics </td> <td style="vertical-align: top; padding-left: 20px;"> <p>Year 12 Course</p> <ul style="list-style-type: none"> • Proof <ul style="list-style-type: none"> - ME-P1: Proof by Mathematical Induction • Vectors <ul style="list-style-type: none"> - ME-V1: Introduction to Vectors • Trigonometric Functions <ul style="list-style-type: none"> - ME-T3: Trigonometric Equations • Calculus <ul style="list-style-type: none"> - ME-C2: Further Calculus Skills - ME-C3: Applications of Calculus • Statistical Analysis <ul style="list-style-type: none"> - ME-S1: The Binomial Distribution </td> </tr> </table>			<p>Year 11 Course</p> <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> - ME-F1: Further Work with Functions - ME-F2: Polynomials • Trigonometric Functions <ul style="list-style-type: none"> - ME-T1: Inverse Trigonometric Functions - ME-T2: Further Trigonometric Identities • Calculus <ul style="list-style-type: none"> - ME-C1: Rates of Change • Combinations <ul style="list-style-type: none"> - ME-A1: Working with Combinatorics 	<p>Year 12 Course</p> <ul style="list-style-type: none"> • Proof <ul style="list-style-type: none"> - ME-P1: Proof by Mathematical Induction • Vectors <ul style="list-style-type: none"> - ME-V1: Introduction to Vectors • Trigonometric Functions <ul style="list-style-type: none"> - ME-T3: Trigonometric Equations • Calculus <ul style="list-style-type: none"> - ME-C2: Further Calculus Skills - ME-C3: Applications of Calculus • Statistical Analysis <ul style="list-style-type: none"> - ME-S1: The Binomial Distribution
<p>Year 11 Course</p> <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> - ME-F1: Further Work with Functions - ME-F2: Polynomials • Trigonometric Functions <ul style="list-style-type: none"> - ME-T1: Inverse Trigonometric Functions - ME-T2: Further Trigonometric Identities • Calculus <ul style="list-style-type: none"> - ME-C1: Rates of Change • Combinations <ul style="list-style-type: none"> - ME-A1: Working with Combinatorics 	<p>Year 12 Course</p> <ul style="list-style-type: none"> • Proof <ul style="list-style-type: none"> - ME-P1: Proof by Mathematical Induction • Vectors <ul style="list-style-type: none"> - ME-V1: Introduction to Vectors • Trigonometric Functions <ul style="list-style-type: none"> - ME-T3: Trigonometric Equations • Calculus <ul style="list-style-type: none"> - ME-C2: Further Calculus Skills - ME-C3: Applications of Calculus • Statistical Analysis <ul style="list-style-type: none"> - ME-S1: The Binomial Distribution 			
External Assessment	Internal Assessment			
<p>Two written examination papers. One paper is the Mathematics course paper and is of three hours duration. The other paper, of two hours duration, is based on the Mathematics Extension 1 course and consists of seven questions of equal value.</p> <p>Questions from the Year 11 course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Year 11 course (or earlier) when required for questions on the Year 12 course. That is, questions based on the Year 11 course can be asked when they lead in to questions based on topics from the Year 12 course. Marks from these lead-in questions will not be counted in the two-question allowance from the Year 11 course.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>	<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (70%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (30%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment in both components.</p> <p>School assessment for the Mathematics Extension 1 Year 12 course can be based on the whole of the Mathematics Extension 1 course (Year 11 and Year 12 courses). Assessment for this course should not begin until the school program of Year 12 assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).</p>			

Course: Year 12 Mathematics Extension 2		Course No: 15260
2 units for Year 12		Board Developed Course
<p>The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.</p> <p>Exclusions: Standard Mathematics</p>		
<p>Course Description</p> <p>The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.</p>		
<p>Main Topics Covered</p> <p>Year 12 Course</p> <ul style="list-style-type: none"> • Proof <ul style="list-style-type: none"> - MEX-P1: The Nature of Proof - MEX-P1: Further Proof by Mathematical Induction • Vectors <ul style="list-style-type: none"> - MEX-V1: Further Work with Vectors • Complex Numbers <ul style="list-style-type: none"> - MEX-N1: Introduction to Complex Numbers - MEX-N2: Using Complex Numbers • Calculus <ul style="list-style-type: none"> - MEX-C1: Further Integration • Mechanics <ul style="list-style-type: none"> - MEX-M1: Applications of Calculus to Mechanics 		
External Assessment		Internal Assessment
<p>Two written examination papers. One paper is the Mathematics Extension 1 course paper and is of two hours duration. The other paper, of three hours duration, is based on the Mathematics Extension 2 course and consists of eight questions of equal value.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>		<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (60%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (40%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment in both components.</p>

Course: Agriculture		Year 11 Course No: 11010 Year 12 Course No: 15010	
2 units for each of Year 11 and Year 12		Board Developed Course	
Exclusions: Nil			
<p>Course Description: The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The Year 12 course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>			
Main Topics Covered			
<p>Year 11 Course</p> <ul style="list-style-type: none"> • Overview (15%) • The Farm Case Study (25%) • Plant Production (30%) • Animal Production (30%) 		<p>Year 12 Course</p> <p>Core (80%)</p> <ul style="list-style-type: none"> • Plant/Animal Production (50%) • Farm Product Study (30%) <p>Elective (20%)</p> <p>Choose ONE of the following electives to study:</p> <ul style="list-style-type: none"> • Agri-food, Fibre and Fuel Technologies • Climate Challenge • Farming for the 21st Century 	
Particular Course Requirements			
Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time. Students must wear black leather shoes and school cap for sun protection. Other specified equipment like gloves will be provided.			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
<p>Paper 1 A written examination</p>	70	<p>Farm / product Study</p> <p>Plant / animal Production</p>	<p>25</p> <p>45</p>
<p>Paper 2 A written examination on electives OR Submission of research project</p>	30	<p>2 Electives OR Research Project</p>	30
	100		100
Course Costs			
Nil. Students must wear black leather shoes and school cap (sun protection). Other specified equipment like gloves will be provided.			

Course: Ancient History		Year 11 Course No: 11020 Year 12 Course No: 15020	
2 units for each of Year 11 and Year 12		Board Developed Course	
Exclusions: Nil			
<p>Course Description The Year 11 course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.</p> <p>The Year 12 course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.</p>			
<p>Main Topics Covered</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Part I: Introduction <ul style="list-style-type: none"> - Investigating the past: History, Archaeology and Science - Case Studies (at least ONE) • Part II: Studies of Ancient Societies, Sites and Sources At least ONE study to be chosen. • Part III: Historical Investigation The investigation can be either integrated into any aspect of the Year 11 course or attempted as one project, individually or as part of a group. <p>Year 12 Course</p> <ul style="list-style-type: none"> • Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25%) • Part II: ONE Ancient Society (25%) • Part III: ONE Personality in their Times (25%) • Part IV: ONE Historical Period (25%) 			
<p>Particular Course Requirements In the Year 11 course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the Year 12 Ancient History or History Extension courses.</p>			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of:			
Section I: Core Source-based short-answer questions	25	Knowledge of content	40
Section II: Ancient Societies A question in 4 or 5 parts	25	Historical skills	20
Section III: Personalities in their times A question in 2 or 3 parts	25	Historical Inquiry & Research	20
Section IV: Historical Periods Extended response	25	Communication	20
	100		100

Course: Biology		Year 11 Course No: 11030 Year 12 Course No: 15030										
2 units for each of Year 11 and Year 12		Board Developed Course										
Exclusions: Nil												
<p>Course Description</p> <p>The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.</p> <p>The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p>												
<p>Topics Covered</p> <table border="0"> <tr> <td>The Year 11 course consists of four modules.</td> <td>The Year 12 course consists of four modules.</td> </tr> <tr> <td>Module 1 Cells as the Basis of Life</td> <td>Module 5 Heredity</td> </tr> <tr> <td>Module 2 Organisation of Living Things</td> <td>Module 6 Genetic Change</td> </tr> <tr> <td>Module 3 Biological Diversity</td> <td>Module 7 Infectious Disease</td> </tr> <tr> <td>Module 4 Ecosystem Dynamics</td> <td>Module 8 Non-infectious Disease and Disorders</td> </tr> </table>			The Year 11 course consists of four modules.	The Year 12 course consists of four modules.	Module 1 Cells as the Basis of Life	Module 5 Heredity	Module 2 Organisation of Living Things	Module 6 Genetic Change	Module 3 Biological Diversity	Module 7 Infectious Disease	Module 4 Ecosystem Dynamics	Module 8 Non-infectious Disease and Disorders
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Module 2 Organisation of Living Things	Module 6 Genetic Change											
Module 3 Biological Diversity	Module 7 Infectious Disease											
Module 4 Ecosystem Dynamics	Module 8 Non-infectious Disease and Disorders											
<p>Course Requirements</p> <p>Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>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.</p> <p>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.</p> <p>Fieldwork is also mandated in Year 11 and is an integral part of the learning process.</p>												
Assessment:												
Component:	Weighting											
Skills in working scientifically	60											
Knowledge and understanding of course content	40											
	100											

Course: Business Studies		Year 11 Course No: 11040 Year 12 Course No: 15040	
2 units for each of Year 11 and Year 12		Board Developed Course	
Exclusions: Nil			
<p>Course Description Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>			
Main Topics Covered			
Year 11 Course			
<ul style="list-style-type: none"> • Nature of Business (20%) – the nature and role of business • Business management (40%) – the nature and responsibilities of management • Business planning (40%) – establishing and planning a small to medium enterprise 			
Year 12 Course			
<ul style="list-style-type: none"> • Operations (25%) – strategies for effective operations management • Marketing (25%) – development and implementation of successful marketing strategies • Finance (25%) – financial information in the planning and management of business • Human resources (25%) – human resource management and business performance 			
Particular Course Requirements			
In the Year 11 course there is a research project investigating the operation of a small business or planning the establishment of a small business.			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Three hour written examination, Section I - Objective response questions Section II - Short answer questions Section III - Candidates answer one extended response question in the form of a business report Section IV - Candidates answer one extended response	20 40 20 20	<ul style="list-style-type: none"> • Knowledge and Understanding of course content • Stimulus based skills • Inquiry and research • Communication of business information, ideas and issues in appropriate forms (Tests & exams account for 50% of the internal assessment) 	40 20 20 20
	100		100

Course: Chemistry	Year 11 Course No: 11050 Year 12 Course No: 15050										
2 units for each of Year 11 and Year 12	Board Developed Course										
Exclusions: Nil											
<p>Course Description</p> <p>The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.</p> <p>The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.</p>											
<p>Topics Covered</p> <table border="0"> <tr> <td>The Year 11 course consists of four modules.</td> <td>The Year 12 course consists of four modules.</td> </tr> <tr> <td>Module 1 Properties and Structure of Matter</td> <td>Module 5 Equilibrium and Acid Reactions</td> </tr> <tr> <td>Module 2 Introduction to Quantitative Chemistry</td> <td>Module 6 Acid/base Reactions</td> </tr> <tr> <td>Module 3 Reactive Chemistry</td> <td>Module 7 Organic Chemistry</td> </tr> <tr> <td>Module 4 Drivers of Reactions</td> <td>Module 8 Applying Chemical Ideas</td> </tr> </table>		The Year 11 course consists of four modules.	The Year 12 course consists of four modules.	Module 1 Properties and Structure of Matter	Module 5 Equilibrium and Acid Reactions	Module 2 Introduction to Quantitative Chemistry	Module 6 Acid/base Reactions	Module 3 Reactive Chemistry	Module 7 Organic Chemistry	Module 4 Drivers of Reactions	Module 8 Applying Chemical Ideas
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Module 2 Introduction to Quantitative Chemistry	Module 6 Acid/base Reactions										
Module 3 Reactive Chemistry	Module 7 Organic Chemistry										
Module 4 Drivers of Reactions	Module 8 Applying Chemical Ideas										
<p>Course Requirements</p> <p>Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>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.</p> <p>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.</p>											
Assessment:											
Component:	Weighting										
Skills in working scientifically	60										
Knowledge and understanding of course content	40										
	100										

Course: Community and Family Studies		Year 11 Course No: 11060 Year 12 Course No: 15060	
2 units for each of Year 11 and Year 12		Board Developed Course	
Exclusions: Nil			
Course Description Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.			
Main Topics Covered			
Year 11 Course		Year 12 Course	
<ul style="list-style-type: none"> • Resource Management: Basic concepts of the resource management process (approximately 20% of course time). • Individuals and Groups: The individual's roles, relationships and tasks within groups (approximately 40% of course time). • Families and Communities: Family structures and functions and the interaction between family and community (approximately 40% of course time). 		<ul style="list-style-type: none"> • Research Methodology: Research methodology and skills culminating in the production of an independent Research Project (approximately 25% of course time). • Groups in Context: The characteristics and needs of specific community groups (approximately 25% of course time). • Parenting and Caring: Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). 	
		Year 12 Option Modules: Select one of the following (approximately 25% of course time):	
		<ul style="list-style-type: none"> • Family and Societal Interactions: Government and community structures that support and protect family members throughout their lifespan. • Social Impact of Technology: The impact of evolving technologies on individuals and lifestyle. • Individuals and Work: Contemporary issues confronting individuals as they manage roles within both their family and work environments. 	
Particular Course Requirements Students are required to complete an Independent Research Project as part of the Year 12 internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of: Section I Part A - multiple choice Part B - short answer Part C - two questions, one on each of the Year 12 core modules: <ul style="list-style-type: none"> • Groups in Context • Parenting and Caring Section II Three questions, one on each of the Year 12 option modules: <ul style="list-style-type: none"> • Family and Societal Interactions • Social Impact of Technology • Individuals and Work Candidates attempt one question only.	10 15 50 25	Core Research Methodology Groups in Context Parenting and Caring Options (one only) Family and Societal Interactions Social Impact of Technology Individuals and Work	75 25
	100		100

Course: Design and Technology		Year 11 Course No: 11080 Year 12 Course No: 15080	
2 units for each of Year 11 and Year 12		Board Developed Course	
Exclusions: Nil			
<p>Course Description Students study design processes, design theory and factors in relation to design projects. In the Preliminary course, students study designing and producing, which includes the completion of at least two design projects. In the Year 12 course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.</p>			
<p>Main Topics Covered Year 11 Course Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.</p> <p>Year 12 Course Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio addresses 3 key areas: project proposal and management, project development and realisation, and project evaluation.</p>			
<p>Particular Course Requirements In the Year 11 course, students must participate in hands-on practical activities and undertake a minimum of 2 design projects. In the Year 12 course the activities of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.</p>			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
<p>Section I: The examination consists of: Written Paper. Part A – Multiple Choice Part B – ONE compulsory question made up of a number of short structured response parts Part C – extended response questions (choose one out of three) Questions based on Innovation & Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.</p> <p>Section II: Major Design Project This will include submission of: (i) a folio documenting the project proposal and project management, project development and realisation and project evaluation. (ii) a product system or environment.</p>	40	<p>Innovation and Emerging Technologies, including a compulsory case study of an innovation</p> <p>Designing and Producing (which may include aspects of the Major Design Project that are not assessed externally)</p>	40 60
	100		100
<p>Course Costs \$30.00 - a yearly payment to cover consumables such as drafting paper, pattern paper, fabric, timber and other materials to be used for design projects required by the course.</p>			

Course: Drama		Year 11 Course No: 11090 Year 12 Course No: 15090	
2 units for each of Year 11 and Year 12		Board Developed Course	
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<p>Course Description Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p>Year 11 Course Content comprises an interaction between the components of Improvisation, Play-building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p>Year 12 Course Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p>			
Main Topics Covered			
<p>Year 11 Course</p> <ul style="list-style-type: none"> • Improvisation, Play-building, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles <p>Year 12 Course</p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project 			
Particular Course Requirements			
The Year 11 course informs learning in the Year 12 course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the Year 12 course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other Year 12 course when choosing Individual Projects.			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (Core)	30	Australian Drama and Theatre Studies in Drama and Theatre	30 30
Individual Project	30	Development of Group Performance Development of Individual Project	20 20
A 1½-hour written examination comprising two compulsory sections: • Australian Drama & Theatre (Core) • Studies in Drama and Theatre	40		
	100		100

Course: Earth and Environmental Science		Year 11 Course No: 11100 Year 12 Course No: 15100
2 units for each of Year 11 and Year 12		Board Developed Course
Exclusions: Nil		
<p>Course Description</p> <p>The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.</p> <p>The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it. Necessary for the use and management of geological resources that are important to Australia's sustainable future.</p>		
<p>Topics Covered</p> <p>The Year 11 course consists of four modules.</p> <p>Module 1 Earth's Resources</p> <p>Module 2 Plate Tectonics</p> <p>Module 3 Energy Transformations</p> <p>Module 4 Human Impacts</p> <p>The Year 12 course consists of four modules.</p> <p>Module 5 Earth's Processes</p> <p>Module 6 Hazards</p> <p>Module 7 Climate Science</p> <p>Module 8 Resource Management</p>		
<p>Course Requirements</p> <p>Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>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.</p> <p>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.</p> <p>Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.</p>		
Assessment:		
Component:		Weighting%
Skills in working scientifically		60
Knowledge and understanding of course content		40
		100

Course: Economics		Year 11 Course No: 11110 Year 12 Course No: 15110	
2 units for each of Year 11 and Year 12		Board Developed Course	
Exclusions: Nil			
Course Description Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.			
Main Topics Covered			
Year 11 Course			
<ul style="list-style-type: none"> • Introduction to Economics (10%) – the nature of economics and the operation of an economy • Consumers and Business (10%) – the role of consumers and business in the economy • Markets (20%) – the role of markets, demand, supply and competition • Labour Markets (20%) – the workforce and role of labour in the economy • Financial Markets (20%) – the financial market in Australia including the share market • Government in the Economy (20%) – the role of government in the Australian economy. 			
Year 12 Course			
<ul style="list-style-type: none"> • The Global Economy (25%) – Features of the global economy and globalisation • Australia's Place in the Global Economy (25%) – Australia's trade and finance • Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management. • Economic Policies and Management (25%) – the range of policies to manage the economy. 			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination, including: Section I – Multiple choice questions Section II - Short answer questions Section III - Two stimulus based extended responses. Student answer one out of two Section IV - Two extended response questions. Student answer one out of two extended response questions	20 40 20 20	<ul style="list-style-type: none"> • Knowledge and understanding of course content • Stimulus based skills • Inquiry and research • Communication of Economic information, ideas and issues in appropriate forms 	40 20 20 20
	100		100

Course: Food Technology		Year 11 Course No: 11180 Year 12 Course No: 15180	
2 units for each of Year 11 and Year 12		Board Developed Course	
Exclusions: Nil			
<p>Course Description Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.</p>			
<p>Year 11 Course</p> <ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) <p>Year 12 Course</p> <ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%) 			
<p>Particular Course Requirements There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course.</p> <p>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 food issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
<p>Core</p> <ul style="list-style-type: none"> • The Australian Food Industry <ul style="list-style-type: none"> – multiple-choice – short structured items • Food Manufacture, Food Product Development <ul style="list-style-type: none"> – multiple-choice – short structured items – extended structured response • Contemporary Nutrition Issues <ul style="list-style-type: none"> – short structured items – extended response 	<p>25</p> <p>25</p> <p>25</p> <p>25</p>	<ul style="list-style-type: none"> • Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition Issues • Experimentation and preparation • Knowledge and skills in designing, researching, analysing and evaluating 	<p>40</p> <p>30</p> <p>30</p>
	100		100
<p>Course Costs \$20.00 - a yearly payment to cover the purchase of food and ingredients for students to use when doing experimentations with various methods of cooking and food preparations.</p>			

Course: Geography		Year 11 Course No: 11190 Year 12 Course No: 15190	
2 units for each of Year 11 and Year 12		Board Developed Course	
Exclusions: Nil			
Course Description			
<p>The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The Year 12 course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>			
Year 11 Course			
<p>Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management. Global Challenges (45%) – geographical study of issues at a global scale. Senior Geography Project (10%) – a geographical study of student's own choosing.</p>			
Year 12 Course			
<p>Ecosystems at Risk (33.3%) – the functioning of ecosystems, their management and protection. Urban Places (33.3%) – study of cities and urban dynamics. People and Economic Activity (33.3%) – geographic study of economic activity in a local and global context.</p>			
Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.			
Particular Course Requirements			
Students complete a senior geography project (SGP) in the Year 11 course and must undertake 12 hours of fieldwork in both the Year 11 and Year 12 courses. Students will be required to submit both oral and written geographic reports.			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination		<ul style="list-style-type: none"> • Knowledge and understanding of the course content • Geographical tools and skills • Geographical inquiry and research including field work • Communication of geographical information, ideas and issues 	40
Section I - Multiple-choice - objective type	20		20
Section II - Short answers	40		20
Section III - Extended response	40		20
	100		100

Course: Year 12 History Extension		Year 12 Course No: 15280	
1 unit Year 12		Board Developed Course	
Exclusions: Nil			
<p>Course Description Year 12 History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part I of the course, students investigate the question ‘What is history?’ through readings compiled in a source book and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.</p>			
<p>Main Topics Covered</p> <p>Part I: What is History? (60% of course time) Key questions: – Who are the historians? – What are the aims and purposes of history? – How has history been constructed and recorded over time? – Why have the approaches to history changed over time? Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options.</p> <p>Part II: History Project (40% of course time) An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.</p>			
<p>Particular Course Requirements The Year 11 course in Modern or Ancient History is a prerequisite for the Year 12 course.</p>			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination comprised of TWO questions, both compulsory. Question 1: one compulsory essay question based on an unseen passage as stimulus. Question 2: one compulsory essay question which requires students to analyse a historiographical issue with specific reference to their case study.	50 50	Knowledge & understanding of significant historical ideas and processes Skills in designing, undertaking and communicating historical inquiry and analysis	40 60
	100		50

Course: Industrial Technology - Multimedia **Year 11 Course No:** 11200
Year 12 Course No: 15200

2 units for each of Year 11 and Year 12

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 industry focus area chosen, and an introduction to industrial processes and practices.

The Focus Area is Multimedia Industries.

Year 11 Course

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design and Management – designing, drawing, computer applications, project management
- Workplace Communication – literacy, calculations, graphics
- Industry-specific Content and Production.

Year 12 Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:

- Industry Study
- Design and Management
- Workplace Communication
- Industry-specific Content and Production.

Particular Course Requirements

In the Year 11 course, students must design, develop and construct a minimum of 2 projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the Year 12 course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

Assessment: Year 12 Course only

External Assessment	Weighting	Internal Assessment	Weighting
A 1 ½ hour written examination	40	Industry Study	20
Section I • 3 questions • Industry Study, Design and Management, Workplace Communication		Designing, planning and management	20
Section II • 2 questions • Questions specific to the industry focus area	60	Workplace communication	10
Major Project and related management folio		Industry-specific content	50
	100		100

Course: Information Processes and Technology		Year 11 Course No: 11210 Year 12 Course No: 15210	
2 units for each of Year 11 and Year 12		Board Developed Course	
Exclusions: Nil			
Course Description Information Processes and Technology is the study of computer-based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.			
Year 11 Course: Introduction to Information Skills and Systems (20%) <ul style="list-style-type: none"> Information Systems in Context Information Processes Digital Representation of Data Classification of Information Systems Social and Ethical Issues Tools for Information Processes (40%) <ul style="list-style-type: none"> Collecting Organising Analysing Storing and Retrieving Processing Transmitting and Receiving Displaying Planning, Design and Implementation (20%) <ul style="list-style-type: none"> Understanding the Problem to be Solved Making Decisions Designing Solutions Implementing Testing, Evaluating and Maintaining Social and Ethical Issues Personal and Groups Systems and Projects (20%) <ul style="list-style-type: none"> Personal Information Systems Group Information Systems 		Year 12 Course Project(s) (20%) <ul style="list-style-type: none"> Understanding the Problem Making Decisions Designing Solutions Project Management Social and Ethical Design Implementing Testing, Evaluating and Maintaining Information Systems and Databases (20%) <ul style="list-style-type: none"> Information Systems Examples of Database Information Systems Organisation Methods Storage and Retrieval Other Information Processes Issues related to Information Systems Communication Systems (20%) <ul style="list-style-type: none"> Characteristics of Communication Systems Examples of Communication Systems Transmitting and Receiving in Communication Systems Other Information Processes in Communication Systems Issues Related to Communication Systems Option Strands (40%) Students will select two of the following options: <ul style="list-style-type: none"> Transaction Processing Systems Decision Support Systems Automated Manufacturing Systems Multimedia Systems 	
Particular Course Requirements There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course.			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination	100	Project(s) Information Systems and Databases Communication Systems Option Strand (two of the following) <ul style="list-style-type: none"> Transaction Processing Systems Decision Support Systems Automated Manufacturing Systems Multimedia Systems 	20 20 20 40
	100		100

Course: Investigating Science		Year 11 Course No: 11215 Year 12 Course No: 15215
2 units for each of Year 11 and Year 12		Board Developed Course
Exclusions: Nil		
The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.		
Course Description		
<p>The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.</p> <p>The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.</p>		
Topics Covered		
The Year 11 course consists of four modules.		The Year 12 course consists of four modules.
Module 1 Cause and Effect – Observing		Module 5 Scientific Investigations
Module 2 Cause and Effect – Inferences and Generalisations		Module 6 Technologies
Module 3 Scientific Models		Module 7 Fact or Fallacy?
Module 4 Theories and Law		Module 8 Science and Society
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.		
Assessment		
Component:		Weighting %
Skills in working scientifically		60
Knowledge and understanding of course content		40
		100

Course: Japanese Beginners		Year 11 Course No: 11740 Year 12 Course No: 15820															
2 units for each of Year 11 and Year 12		Board Developed Course															
Strict eligibility rules apply to the study of this subject: Check with your teacher or refer to NESAs' <i>Languages courses Eligibility Criteria</i> .																	
<p>Course Description In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.</p>																	
<p>Main Topics Covered</p> <table border="0"> <tr> <td>Year 11 Course</td> <td>Year 12 Course</td> </tr> <tr> <td>- Family life, home and neighborhood</td> <td>- Family life, home and neighborhood</td> </tr> <tr> <td>- People, places and communities</td> <td>- People, places and communities</td> </tr> <tr> <td>- Education and work</td> <td>- Education and work</td> </tr> <tr> <td>- Friends, recreation and pastimes</td> <td>- Friends, recreation and pastimes</td> </tr> <tr> <td>- Holidays, travel and tourism</td> <td>- Holidays, travel and tourism</td> </tr> <tr> <td>- Future plans and aspirations.</td> <td>- Future plans and aspirations.</td> </tr> </table> <p>From the perspective of The Personal World From the perspective of The Japanese-speaking Communities</p>				Year 11 Course	Year 12 Course	- Family life, home and neighborhood	- Family life, home and neighborhood	- People, places and communities	- People, places and communities	- Education and work	- Education and work	- Friends, recreation and pastimes	- Friends, recreation and pastimes	- Holidays, travel and tourism	- Holidays, travel and tourism	- Future plans and aspirations.	- Future plans and aspirations.
Year 11 Course	Year 12 Course																
- Family life, home and neighborhood	- Family life, home and neighborhood																
- People, places and communities	- People, places and communities																
- Education and work	- Education and work																
- Friends, recreation and pastimes	- Friends, recreation and pastimes																
- Holidays, travel and tourism	- Holidays, travel and tourism																
- Future plans and aspirations.	- Future plans and aspirations.																
Assessment: Year 12 Course only																	
External Assessment	Weighting	Internal Assessment	Weighting														
A 2 ½ hour written and oral examination consisting of:		Speaking Skills	30														
Section I – Written Examination		Processing Spoken Information	30														
Part A - Listening	30	Processing Written Information	30														
Part B - Reading	30	Writing Skills	10														
Part C – Writing	20																
Section II – Oral Examination	20																
	100		100														

Course: Legal Studies		Year 11 Course No: 11220 Year 12 Course No: 15220	
2 units for each of Year 11 and Year 12		Board Developed Course	
Exclusions: Nil			
<p>Course Description</p> <p>The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The Year 12 course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>			
<p>Year 11 Course</p> <ul style="list-style-type: none"> • Part I – The Legal System (40% of course time) • Part II – The Individual and the Law (30% of course time) • Part III – Law in Practice (30% of course time) <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p>			
<p>Year 12 Course</p> <ul style="list-style-type: none"> • Core Part I: Crime (30% of course time) • Core Part II: Human Rights (20% of course time) • Part III: Two options (50% of course time) <p>Two options are chosen from:</p> <ul style="list-style-type: none"> • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter • Workplace • World order. <p>Each topic's themes and challenges should be integrated into the study of the topic. Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.</p>			
Particular Course Requirements: No special requirements			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination: Section I: Multiple choice questions Section II: Part A – Human rights Short answer questions Part B – Crime Extended response question Section III: TWO extended response questions. Students answer one out of seven extended response questions.	25 25 50	Knowledge and Understanding Research Communication	60 20 20
	100		100

Course: Modern History		Year 11 Course No: 11270 Year 12 Course No: 15270	
2 units for each of Year 11 and Year 12		Board Developed Course	
Exclusions: Nil			
Course Description The Year 11 course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C18th to the present using the methods of historical inquiry. The Year 12 course provides the opportunity for students to investigate in depth, Power and Authority in the Modern World . They also study key features and issues in the history of ONE country during the C20th, Peace and Conflict and ONE topic from ‘ Change in the Modern World ’.			
Main Topics Covered			
Year 11 Course			
<ul style="list-style-type: none"> • Part I: Investigating Modern History: The Nature of Modern History (30%) At least TWO Case Studies should be undertaken. • Part II: Historical Investigation (30%) The investigation can be either integrated into any aspect of the Year 11 course or attempted as one project, individually or as part of a group. • Part III: Core Study: The Shaping of the Modern World (40%) The Age of Imperialism and/or World War 1. 			
Year 12 Course			
<ul style="list-style-type: none"> • Part I: Core Study: Power & Authority in the Modern World (1919-1946) (25%) • Part II: ONE National Study: ‘Russia and the Soviet Union 1917-1941’ (25%) • Part III: Peace & Conflict: ‘Conflict in the Pacific 1937-1941’ (NW topic) (25%) • Part IV: Change in the Modern World: ‘Changing World Order 1945-2011’ (25%) 			
Particular Course Requirements			
In the Year 11 course, ONE Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the Year 12 Modern History or History Extension courses.			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of:			
Section I: Core Source-based short-answer questions	25	Source Based Skills	20
Section II: National Studies Extended response	25	Communication	20
Section III: Peace and Conflict Extended Response	25	Knowledge	40
Section IV: Change in the Modern World Extended Response	25	Inquiry & Research	20
	100		100


Course: Music 1		Year 11 Course No: 11280 Year 12 Course No: 15290	
2 units for each of Year 11 and Year 12		Board Developed Course	
Prerequisites: Music mandatory course (or equivalent) Exclusions: Music 2			
Course Description In the Year 11 and Year 12 courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.			
Main Topics Covered Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.			
Particular Course Requirements Year 12 course In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece) Written examination – Aural Skills (45–60 minutes)	10 30	Core Performance Core Composition Core Musicology Core Aural	10 10 10 25
Electives Three electives from any combination of: Performance (one piece) Composition (one submitted composition) Musicology (one <i>viva voce</i>)		Elective 1 Elective 2 Elective 3	15 15 15
• Elective 1	20		
• Elective 2	20		
• Elective 3	20		
	100		100

Course: Personal Development, Health and Physical Education		Year 11 Course No: 11300 Year 12 Course No: 15320	
2 units for each of Year 11 and Year 12		Board Developed Course	
Exclusions: Nil			
<p>Course Description The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the Year 12 course, students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>			
<p>Year 11 Course Core Topics (60%)</p> <ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion <p>Optional Component (40%) Students to select two options each from:</p> <ul style="list-style-type: none"> • First Aid • Composition and Performance • Fitness Choices • Outdoor Recreation 		<p>Year 12 Course Core Topics (60%)</p> <ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance <p>Optional Component (40%) Students to select two options each from:</p> <ul style="list-style-type: none"> • The Health of Young People • Sport and Physical Activity in Australian Society • Sports Medicine • Improving Performance • Equity and Health 	
<p>Particular Course Requirements In addition to core studies, students select two options in each of the Year 11 and Year 12 courses.</p>			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written paper		Core	60
Part A – multiple choice	20	Options	40
Part B – short answer and extended response related to core	40		
Part C – short answer and extended response related to two options	40		
	100		100

Course: Physics		Year 11 Course No: 11310 Year 12 Course No: 15330
2 units for each of Year 11 and Year 12		Board Developed Course
Exclusions: Nil		
<p>Course Description</p> <p>The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.</p>		
<p>Topics Covered</p> <p>The Year 11 course consists of four modules.</p> <p>Module 1 Kinematics</p> <p>Module 2 Dynamics</p> <p>Module 3 Waves and Thermodynamics</p> <p>Module 4 Electricity and Magnetism</p> <p>The Year 12 course consists of four modules.</p> <p>Module 5 Advanced Mechanics</p> <p>Module 6 Electromagnetism</p> <p>Module 7 The Nature of Light</p> <p>Module 8 From the Universe to the Atom</p>		
<p>Course Requirements</p> <p>Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>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.</p> <p>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.</p>		
Assessment:		
Component:	Weighting%	
Skills in working scientifically	60	
Knowledge and understanding of course content	40	
	100	

Course: Visual Arts		Year 11 Course No: 11380 Year 12 Course No: 15400	
2 units for each of Year 11 and Year 12		Board Developed Course	
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<p>Course Description Visual Arts involves students in art-making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the Year 12 course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Year 11 course is broadly focused, while the Year 12 course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>			
<p>Year 11 Course learning opportunities focus on:</p> <ul style="list-style-type: none"> • the nature of practice in art-making, art criticism and art history through different investigations • the role and function of artists, artworks, the world and audiences in the art world • the different ways the visual arts may be interpreted and how students might develop their own informed points of view • how students may develop meaning and focus and interest in their work • building understandings over time through various investigations and working in different forms. <p>Year 12 Course learning opportunities focus on:</p> <ul style="list-style-type: none"> • how students may develop their practice in art-making, art criticism, and art history • how students may develop their own informed points of view in increasingly independent ways and use different interpretative frameworks in their investigations • how students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations • how students may further develop meaning and focus in their work. 			
<p>Particular Course Requirements</p> <p>Year 11 Course:</p> <ul style="list-style-type: none"> • Artworks in at least two expressive forms and use of a process diary • a broad investigation of ideas in art making, art criticism and art history. <p>Year 12 Course:</p> <ul style="list-style-type: none"> • development of a body of work and use of a process diary • a minimum of five Case Studies (4–10 hours each) • deeper and more complex investigations in art making, art criticism and art history. 			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 1½ hour written examination paper	50	Art criticism and art history	50
Submission of a body of work	50	Development of the body of work	50
	100		100
<p>Course Costs \$30.00 - a yearly payment to cover the cost of consumable materials and equipment.</p>			

Vocational Education and Training (VET) Courses

Public Schools NSW, Ultimo Registered Training Organisation 90072 VOCATIONAL EDUCATION and TRAINING 2021 BUSINESS SERVICES COURSE DESCRIPTION	
	This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.
Course: Business Services Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.	
BSB20115 Certificate II in Business Based on Business Services Training Package Version 5 (BSB v5) Units of Competency Core BSBWHS201 Contribute to health and safety of self and others Electives BSBCUS201 Deliver a service to customers BSBSUS201 Participate in environmentally sustainable work practices BSBIND201 Work effectively in a business environment BSBINM201 Process and maintain workplace information BSBINN201 Contribute to workplace innovation BSBCMM201 Communicate in the workplace BSBITU211 Produce digital text documents BSBITU212 Create and use spread sheets BSBWOR204 Use business technology	BSBINM202 Handle mail AND BSBWOR202 Organise and complete daily work activities Additional units required to attain a HSC credential in this course TLIP2029 Prepare and process financial documents BSBITU307 Develop keyboarding speed and accuracy
Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.	
Recommended Entry Requirements Students selecting this course should be interested in working in a business environment. They should be able to use a personal digital device including a personal computer or laptop. There will be out of class homework, research activities and assignments.	
Examples of occupations in the business services industry: <ul style="list-style-type: none"> ▪ administration assistant ▪ office junior ▪ information desk assistant ▪ clerical worker ▪ receptionist ▪ data entry operator 	
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.	
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.	
Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
Course Costs: Nil	
A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/	
Exclusions - VET course exclusions can be checked on the NESA website at https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2021 CONSTRUCTION COURSE DESCRIPTION

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

Course: **Construction**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

CPC20211 Certificate II in Construction Pathways
Based on Construction, Plumbing and Services Training Package
Version Release 5 (CPC08 v9.5)
Units of Competency

- Core**
- CPCCCM1012A Work effectively and sustainably in the Construction Industry
 - CPCCWHS2001 Apply WHS requirement, policies and procedures in the construction industry
 - CPCCCM1013A Plan and organise work
 - CPCCCM1014A Conduct workplace communication
 - CPCCCM1015A Carry out measurements and calculations
 - CPCCCM2001A Read and interpret plans and specifications
- Electives** **6 out of the following**
- CPCCCA2011A Handle carpentry materials
 - CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground
 - CPCCCO2013A Carry out concreting to simple form
 - CPCCCA2002B Use carpentry tools and equipment
 - CPCCWF2001A Handle wall and floor tiling materials
 - CPCCWF2002A Use wall and floor tiling tools and equipment

Additional units required to attain a HSC credential in this course

- CPCCCM2006B Apply basic levelling procedures
 - CPCCWHS1001 - Prepare to work safely in the construction industry.
- Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.

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

Recommended Entry Requirements

Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.

Examples of occupations in the construction industry:

- building
- bricklaying
- concreting
- carpentry
- shop fitting
- joinery

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. The SafeWork NSW General Construction Induction Card (White Card) is a mandatory requirement before commencing work placement.

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 the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals and Complaints

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

Course Costs: Consumables e.g. Timber and Hardware Supplies \$100.00 Other: To Be Advised (White Card course) The White Card will be delivered by an external RTO. The cost & name of the external RTO will be advised Feb 2021.

Refund Arrangements on a pro-rata basis **Please see your VET teacher to enquire about financial assistance.**

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

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

**2021 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION**

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time.

Course: **Hospitality - Kitchen Operations**
Board Developed Course2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

SIT20416 Certificate II in Kitchen Operations
Based on SIT Tourism, Travel and Hospitality training package (version 1.2)

Units of Competency**Core**

BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practice

Electives

SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
BSBSUS201	Participate in environmentally sustainable work practices
SITXFSA002	Participate in safe food handling practices
SITHIND002	Source and use information on the hospitality industry

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

Recommended Entry Requirements

Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students will be required to attend events and functions out of school hours. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry

- trainee chef short order
- fast food cook breakfast cook

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Consumables \$100.00 (Ingredients* and single use items for the preparation and presentation of food for skill development and assessment.**

***Ingredients include all food items outlined in standard recipes.**

**** Single use items include disposable items and resources used once.**

Other \$50.00 Bond, refundable at end of course (for uniform and toolbox for workplacement)

Refund Arrangements on a pro-rata basis Please see your VET teacher to enquire about financial assistance

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

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



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

2021 RETAIL SERVICES COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time.

Course: **Retail Services**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

SIR30216 Certificate III in Retail

Based on SIR Retail Services Training Package Release 4.0

Units of Competency

Core

SIRXCEG001	Engage the customer
SIRXCEG002	Assist with customer difficulties
SIRXCEG003	Build customer relationships and loyalty
SIRXCOM002	Work effectively in a team
SIRXIND001	Work effectively in a service environment
SIRXRSK001	Identify and respond to security risks
SIRXSLS001	Sell to retail customer
SIRXWHS002	Contribute to workplace health and safety

Electives

SIRXIND002	Organise and maintain the store environment
SIRRINV002	Control stock
SIRRMER001	Produce visual merchandise displays
SIRXPDK001	Advise on products and services
SIRRINV001	Receive and handle retail stock

Additional for HSC requirements

SIRXSLS002	Follow point of sale procedures
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Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in working in the retail service industry. They should be able to lift and carry stock items, have the ability to work as a member of a team, and have good communication skills. There will be out of class homework, research activities and assignments.

Example of occupations in the Retail Industry

- | | |
|------------------------------|----------------------|
| ▪ buyer | ▪ sales person |
| ▪ customer service assistant | ▪ visual merchandise |
| ▪ stock controller | ▪ merchandise |

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Nil

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

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

2021 SPORT COACHING COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time.



Education

Course: **Sport Coaching – Certificate III**
Board Endorsed Course

4 Preliminary and/or HSC units in total
Does not contribute to the Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

SIS30519 Certificate III in Sport Coaching
Based on the Sport, Fitness and Recreation Training Package
Version 1.0 (SIS v4)

Units of Competency

Core

HLTWHS001	Participate in workplace health and safety
SISSCO002	Work in a community coaching role
SISSCO005	Continuously improve coaching skills and knowledge
SISSCO003	Meet participant coaching needs
BSBRK401	Identify risk and apply risk management procedures
HLTAID003	Provide first aid (To be delivered by an external RTO 90072)
	or via IVET for approved trainers from RTO

Electives

SISSCO012	Coach sports participants up to an intermediate level
SISXIND006	Conduct sport, fitness and recreation events
*Complete 2 out of these 3 Units of Competency	
SISXCAI009	Instruct strength and conditioning techniques
SISSSOF002	Continuously improve officiating skills and knowledge
SISXDIS001	Facilitate inclusion for people with a disability

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

Recommended Entry Requirements

Students selecting this course should be interested in sport and working in the sport, fitness and recreation industry. They should have a reasonable level of fitness, be able to play and have knowledge of a variety of sports and be able to demonstrate sports skills to junior players. Being an effective communicator, possessing motivation and having effective planning and time management skills are beneficial. There will be out of class homework, research activities and cluster based assessments for students to complete.

Examples of occupations in the sport, fitness and recreation industry:

- Sports Coach or Trainer
- Assistant Coach
- Sport Administration Officer
- Sports Official
- Sports Event Manager
- Team Manager

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment There is no Higher School Certificate (HSC) examination for the Sport Coaching course.

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: Nil**Other \$35 (Sport Coaching shirt – optional)**

The First Aid certificate is delivered by the class teacher via IVET at no cost.

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

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

Board Endorsed Courses

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

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

Schools may also develop special courses in order to meet student needs. These courses must be approved by NESA.

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

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

Board Endorsed Courses may be studied as 1 or 2 units and as Year 11 and/or HSC courses.

Content Endorsed Courses

Course: Year 11 Numeracy CEC (Numeracy skills for everyday life)	Course No: TBA
2 units for each of Year 11 and Year 12	Board Developed Course
<p>Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.1/5.2 Mathematics course for the RoSA, together with the recommended options <i>Trigonometry</i> and <i>Further Algebra</i>.</p> <p>Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Numeracy CEC</p>	
<p>Course Description</p> <p>The Numeracy CEC supports Years 11 and 12 students in developing essential numeracy skills and aligns with the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy needed for everyday life. The primary focus is student development, consolidation and application of fundamental numeracy skills necessary for work, learning, community engagement and personal contexts. The Numeracy CEC is designed to provide students with applied, contextualised, age-appropriate numeracy learning experiences.</p> <p>This is a 2-unit, 240 hour course and contributes to an HSC pattern of study. Consistent with other Content Endorsed Courses, there is no HSC examination for the Numeracy CEC and the course will <u>not</u> contribute to an ATAR.</p> <p>The course</p> <p>The Numeracy CEC supports Years 11 and 12 students in developing essential numeracy skills and aligns with the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy needed for everyday life. The primary focus is student development, consolidation and application of fundamental numeracy skills necessary for work, learning, community engagement and personal contexts.</p> <p>The Numeracy CEC is designed to provide students with applied, contextualised, age-appropriate numeracy learning experiences and to provide teachers with substantial professional learning and support materials to enhance student numeracy development.</p> <p>This is a 2-unit, 240 hour course and contributes to an HSC pattern of study. Consistent with other Content Endorsed Courses, there is no HSC examination for the Numeracy CEC and the course will not contribute to an ATAR. Schools should ensure that students completing the Numeracy CEC meet the required pattern of studies conditions.</p> <p>Intended candidature</p> <p>Numeracy skills are key for success in everyday life. The Numeracy CEC is intended to address the needs of specific students whose successful completion of the HSC and readiness for work or study after school requires further development of their core numeracy skills.</p> <p>Students who have already demonstrated achievement of the HSC minimum standard in numeracy are better placed studying Mathematics Standard only or Mathematics Advanced.</p> <p>This course is designed for students who:</p> <ul style="list-style-type: none"> • do not intend to study Mathematics in Year 11, but want to continue to build numeracy skills for life • may require support to reach the HSC minimum standard and do not intend to study a mathematics course in Years 11 and 12, OR • intend to leave school before completing their HSC, and need to develop their numeracy skills for work or further study after school. <p>In studying the Numeracy CEC, students will build on the numeracy skills that they have developed in earlier years.</p>	

Course: Photography, Video and Digital Imaging

Content Endorsed Course

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

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

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

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

Main Topics Covered

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

- Wet Photography
- Video
- Digital Imaging.

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Particular Course Requirements

Students are required to keep a diary throughout the course.

Course Costs

\$30.00 - a yearly payment to cover requires a yearly payment to cover use of basic equipment and consumable materials. In addition, students are expected to provide their own USB, film and photographic paper (approximately one film & paper required per term, minimum cost of \$20.00 per term). These items are available through the school, or may be purchased separately by the student

Course: Sport, Lifestyle and Recreation Studies (SLR)

Year 11 Course No: 35015

Year 12 Course No: 35017

Content Endorsed Course

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Course Description

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

The course is 70% practical and 30% theory.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

Main Topics Covered

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics and Beach Sports e.g. Water polo, Surfing, Paddle boarding,
- First Aid
- Fitness and Personal Training
- Specific Sports – e.g. Golf, Tennis, Ultimate, Wheelchair Sports
- Outdoor and Indoor Recreation e.g. camping and outdoor survival skills, canoeing , rock climbing, orienteering
- Sports Administration
- Social Perspectives of Sport
- Healthy Lifestyle

Course Costs

Payment may be required for some of the practical modules if outside venues are required e.g. Rock Climbing, pool entry for some of the Aquatic options and there may be a transport cost to get to venues for particular sports.

Course: Sport, Lifestyle and Recreation Studies - Rugby League
(SLR – Rugby League)

Year 11 Course No: 35015
Year 12 Course No: 35017

Content Endorsed Course

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Course Description

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits with an emphasis on Rugby League and Rugby League related sports such as Touch Football. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

The course is 70% practical and 30% theory.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance with specific reference to Rugby League
- an ability to analyse and implement strategies to promote health, activity and enhanced performance in Rugby League
- a capacity to influence the participation and performance of self and others in Rugby League and Rugby League related activities.

Main Topics Covered

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- First Aid
- Fitness (General Fitness and Fitness requirements for Rugby League)
- Specific Sports - Rugby League
- Sports Administration - Level 1 Certificate Referring
- Coaching- Level 1 Certificate
- Social Perspectives of Sport
- Healthy Lifestyle
- Weight Training for Rugby League

Course Costs

\$20.00 – for a Rugby League training T shirt to be worn during SLR Rugby League practical classes. The payment also provides for a range of playing equipment and clothing that will be used by students throughout the year.

\$30.00 - Gym Membership for 12 months.

Course: Visual Design**Content Endorsed Course**

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

Main Topics Covered

Modules may be selected in any of the four broad fields of:

- graphic design
- wearable design
- product design
- interior/exterior design.

The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.

Particular Course Requirements

Students are required to keep a diary throughout the course.

Course Costs

\$30.00 - a yearly payment to cover the cost of consumable materials and equipment.