

Curriculum Handbook

Stage 6

Preliminary Course 2020
HSC Course 2021

June 2019

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MATER MARIA CATHOLIC COLLEGE
COMMUNITY • FORMATION • SUCCESS

MISSION STATEMENT

Inspired by the teachings of Jesus Christ we, at Mater Maria, provide a well-rounded, high quality education for young men and women within the welcoming environment of a Catholic faith community.

We aim to build an educational foundation for life with an emphasis on social justice, the celebration of the human spirit and the uniqueness of the individual.

We will therefore:

Encourage a sense of community

Promote gospel values

Nurture the human spirit

Develop a welcoming, peaceful environment

Provide opportunities for the realisation of potential

Celebrate the uniqueness of the individual

Educate for life

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Timeline for completion of the HSC in 2021

Term 2 2019

- Tuesday 2 July (Term 2, Week 10)
 - Subject Selection Seminar & Career Conversations – periods 4 & 5.
 - Subject Selection Information Evening – 6 - 7pm
 - Online portal will be opened and will be available until Wednesday 24 July(Term 3, Week 1).

Term 3 2019

- Wednesday 24 July (Term 3, Week 1)
 - Online portal to be closed at 11.55pm.
- Friday 2 August (Term 3, Week 2)
 - Final Subject Selection Forms will be distributed to all Year 10 students.
 - These forms will identify the final subject lines available (based on students previous subject selections made via the on line preferences process).
 - Students complete final subject choices on this form.
 - Informal discussions / counselling with selected teachers regarding subject selection.
- Friday 9 August (Term 3, Week 3)
 - Subject Selection forms submitted to Director of Academic Care in the Marana by Year 10 students
 - Interviews will be held for those parents and students who wish to ensure their subject selection choices are appropriate..

End of Term 3:

- A letter of subject-choice confirmation sent to parents.

Term 4 2019

- 2020 Timetable created

Term 1 2020

- Preliminary HSC courses commence
- Subject changes finalised by Week 4 Term 1
- Interim report

Term 2 2020

- Yr 11 Parent/Teacher Interviews
- Half Yearly examinations
- Reports

Term 3 2020

- Yearly Examinations
- Final reports

Term 4 2020

- HSC year commences
- Information Evening - HSC & ATAR requirements
- Students choose 10, 11 or 12 units of study for HSC (including Religious Education).

Term 1 2021

- Year 12 Parent/Teacher Interviews
- Half Yearly Examinations
- Interim reports

Term 2 2021

- Beyond the HSC / Careers information evening

Term 3 2021

- 2nd Parent/Teacher information evening
- Submission of Major Projects / Performances for HSC
- Trial HSC

Term 4 2021

- HSC commences
- Results and ATAR score released

• **Record of School Achievement (RoSA)**

- Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).
- The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.
- The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.
- It is of specific use to students leaving school prior to the HSC.
- Any time a student or school wants an up-to-date snapshot of a student's academic progress, a transcript called a Student eRecord can be accessed via **Schools Online** or **Students Online** and printed or emailed.
- Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

The Higher School Certificate (HSC)

The Higher School Certificate recognises 12 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers a full range of study areas matching individual abilities, interests and goals.

The purpose of the HSC program of study is to:

- Provide a curriculum structure which encourages students to complete secondary education
- Foster the intellectual, social and moral development of students
- Provide a flexible structure within which students can prepare for further learning and training and employment
- 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

- Courses will be linked to further education and training
 - Extension courses will enable able students to undertake more in-depth study in areas of special interest
 - Vocational Education and Training courses count towards the HSC and will also lead to qualifications recognised across a range of industries
 - 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.

The Preliminary HSC course is completed in Year 11 – 120 hours. The Preliminary Course involves assessment work and competency tasks but these assessments do not count towards your HSC mark.

The Higher School Certificate course (120 hours) is the Year 12 component of the two year course and is the examinable section of the HSC. Students cannot complete the Higher School Certificate without first satisfying the requirements of the Preliminary course. The assessment component of the HSC course counts towards the final mark.

What are Units?

- All Preliminary or HSC courses offered to students have a UNIT value.
- Courses may have a value of 1 or 2 units. Most courses are 2 unit.
- Each unit requires a total course time of 60 hours.
- In the HSC, each unit has a value of 50 marks. Hence a 2 Unit course has a value of 100 marks.

2 units = 4 hours per week (120 hours per year) = 100 marks

The information below describes the general course levels:

2 UNIT COURSE

This is the basic structure for all courses in most subjects.
It is worth 100 marks. There are 6 bands of achievement: Band 6 is the top band.

EXTENSION COURSE

1. 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, Science, History, Music, some Languages and VET courses. Undergraduate courses can also be studied in some subjects.

English and Mathematics Extension Courses are available at Preliminary and HSC levels.

Students must study the Preliminary extension course in these subjects before proceeding to the HSC extension courses.

English and Mathematics offer two Extension Courses - Extension 1 and Extension 2.

The Extension 2 course requires students to work beyond the standard of the Extension 1 course. Extension 2 is only available in Year 12.

2. HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 UNIT COURSE

Approximately 2 hours in class time each week or 60 hours per year
This is worth 50 marks. There are 4 Bands of achievement - Band 4 is the top band.

BOARD DEVELOPED COURSE (BDC)

These courses count towards an HSC and an ATAR and are studied over two years. Most courses offered at this College are BDCs'.
(for example – English Advanced, Standard English, Ancient History, Studies of Religion).

Requirements for the award of the HSC

To be eligible for the award, students must:

- attend school for the required period of time;
- study the pattern of courses required by the NESA for the required time;
- attend 85% of classes in each course and apply themselves to their studies;
- complete the requirements for a sufficient number of courses, including any practical, oral or project works;
- complete assessment requirements for a sufficient number of courses;
- sit for, and make a genuine attempt at, the HSC Examination, in a sufficient number of Board Developed Courses, in compliance with the examination procedures.

Students who do not attend school regularly will be issued with Unsatisfactory Attendance forms.

Preliminary Course Requirements

The Preliminary Course in any subject must have been "satisfactorily completed" before the HSC course in that subject can be attempted.

NESA Requirements:

A minimum of 12 units, made up of:

- at least six units of 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.
- Students who select Investigation Science may also select another science subject although this is not a requirement.
 - The *Investigating Science Stage 6 Syllabus* is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society.

Mater Maria Catholic College Requirements:

- All students will study at least 1 Unit of Religious Education, choosing one of the four courses available.
 - Studies of Religion is a Board Developed Course available as a 1 unit and a 2 unit course and can be used to satisfy the requirements for ATAR applications).
 - Students may elect to take the Studies in Catholic Thought 1 unit or 2 unit course. These are non-Atar courses.
- Most students will take a total of 12 units of study in Preliminary courses (including Religious Education)

HSC Course Requirements

Students will be permitted to alter their study program so that a minimum of 10 units are completed for their HSC.

These begin in Term 4 of Year 11. Although content and skills covered in Preliminary Courses may constitute assumed knowledge for HSC courses, the HSC examination will generally be based on HSC course work only.

NESA Requirements:

A minimum of 10 units, made up of :

- at least six units of 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.
- A maximum of 7 units of courses in Science can contribute to the Higher School Certificate. This allows students to include Extension Science (1 unit) in their HSC along with a selection from the 2 unit courses of Earth & Environmental Science, Biology, Chemistry, Investigating Science and Physics.

Minimum Standard ONLINE Tests

In addition, students who wish to receive a NSW HSC credential are required to meet a Minimum Standard in **three online tests** that can be taken in Year 10, 11 and 12.

What will the online tests involve?

- The minimum standard online tests are based on the Australian Core Skills Framework (ACSF) with students' results reported as a level of achievement from 1-4.
- The test achievement level descriptions describe the skills needed for each of the four levels. Level 3 skills indicate a nationally agreed level of functional literacy and numeracy.
- **Minimum Standard Reading Test**
 - 45 multiple choice questions
 - Adaptive — meaning it tailors to a student's ability. Questions become harder or easier depending on whether a student is answering questions correctly or incorrectly.
 - Marked electronically according to the achievement level descriptions
- **Minimum Standard Numeracy Test**
 - 45 multiple choice questions
 - Adaptive — meaning it tailors to student's ability. Questions become harder or easier depending on whether a student is answering questions correctly or incorrectly.
 - Marked electronically according to the achievement level descriptions
- **Minimum Standard Writing Test**
 - One question based on a visual or text prompt with up to a 500 word-response
 - Marked by trained markers according to the achievement level descriptions and the following, equally weighted, criteria: relevance of writing to the topic; structure and sequence of ideas and control of language

What is the pass mark?

- Students are required to achieve at least Level 3 in each of the three online tests to meet the HSC minimum standard.

Year 9 NAPLAN tests

- **Year 9 NAPLAN tests will no longer be available** as an early way for students to demonstrate the standard. This change has been made to ensure NAPLAN remains focused on its diagnostic purpose and to reduce unnecessary stress on young people.

What if a student doesn't pass the tests by Year 12?

- Students will have many opportunities to meet the HSC minimum standard, even after they finish Year 12. It is important to note:
- Students have five years from the year they start their first HSC course to meet the HSC minimum standard, so they can take the online tests after they leave school.
- Students will be able to sit their HSC exams and receive their HSC results regardless of whether they attain the HSC minimum standard. However, without the minimum standard, they will not receive the Higher School Certificate.
- Students who do not meet the HSC minimum standard will receive a [Record of School Achievement \(RoSA\)](#) which contains a student's record of academic achievement up until the date they leave school.
- The HSC is not required to receive an [Australian Tertiary Admission Rank \(ATAR\)](#). This means students who don't meet the HSC minimum standard will still be able to apply to university, provided they meet all other ATAR requirements.
- Students who leave school prior to Year 12 can choose to sit the minimum standard online tests.
- The minimum standard literacy and numeracy tests replaced the online [Literacy and Numeracy tests](#) in February 2018.

Students who leave school before completing their HSC

- Students planning to [leave school](#) before achieving their HSC may take the minimum standard online tests to gain a record of their level of literacy and numeracy skills.
- NESA recommends that these students sit for the tests as close as possible to the date that they are leaving school.
- A student who sits for the tests in anticipation of leaving school for work or further training, and then returns to school for further study later may re-sit the tests.
- It's important for schools to make sure students who intend to leave school know they can sit for the minimum standard tests.

Help for at risk students

- All schools have policies and processes for identifying students not meeting expected [literacy and numeracy benchmarks](#) and providing additional support for those students.
- Teachers and schools know their students best and will determine the most appropriate way of providing additional support to students at risk of not meeting the HSC minimum standard of literacy and numeracy.
- Schools will have access via [Schools Online](#) to information about students in Years 10-12 who have or have not met the minimum standard in reading, writing and numeracy. This will help schools boost support for students at risk of not meeting the standard.

Find out more

[What is the HSC minimum standard?](#)

[What to expect in the tests](#)

[Disability provisions and exemptions](#)

What types of courses can I select?

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

1. Board Developed Courses

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

(<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>)

which contains:

The course objectives, structure, content and outcomes

- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- The performance scale

2. Board Endorsed Courses

There are two types

- **Content Endorsed Courses (CEC)** 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. e.g Child Care
- **Board Endorsed School Designed Course (BESDC)** - special courses to meet student needs. These courses are approved by NESA and include the Studies of Catholic Thought 1 and 2 unit courses.

- Board Endorsed Courses do not contribute towards the calculation of the ATAR.
- Board Endorsed Courses count towards the Higher School Certificate and appear on the Record of Achievement.

3. Vocational Education and Training (VET) Courses (either Board Developed or Board Endorsed)

- All Vocational Education courses undertaken at this College involve an external optional examination.

VET courses are offered as part of the HSC and are dual accredited. They enable students to study courses which are relevant to industry needs and have clear links to post school destinations.

These courses allow students to:

- Gain an HSC qualification
- Gain an AQF (Australian Qualification Framework) qualification in a Vocational Course based on national competency standards
- Complete a 240 hour course = Certificate II
- Facilitate students' transition from school to work and further education and training and provide credit transfer to further education courses

VET courses can be undertaken –

- At school – Industry Curriculum Framework courses – Hospitality and Construction Pathways.
- At TAFE – Non Industry Curriculum Framework courses – e.g. Tourism and Events, Automotive, Software Design & Gaming, etc
- As a Part time Traineeship or a School Based Apprenticeships Scheme (SBAT)

Industry Curriculum Frameworks have been developed to provide students with the opportunity to:

- undertake the HSC external examination in the VET framework course (external examination is optional)

use 2 units of a VET framework course to contribute to the ATAR as a Category B course
- have knowledge and skills recorded
- Dual Accreditation = HSC and ATAR

Note: VET Courses have a compulsory 70 hour work placement component

4. Life Skills Courses As Part Of A Special Program Of Study

A student studying any Stage 6 Life Skills course will usually have completed one or more courses based on Life Skills outcomes and content in Years 7–10.

In special circumstances a student who has not undertaken one or more courses based on Life Skills outcomes and content in Years 7–10 may wish to enrol in Life Skills courses for Stage 6.

These special circumstances might include situations where:

- a student has attempted regular courses in Years 7–10 but has experienced significant difficulty
- a student transfers from interstate or overseas
- a student has a deteriorating condition.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed courses to meet the requirements for the award of the Higher School Certificate.

NESA has developed Life Skills courses for Stage 6 in the following areas of learning:

Please note not all of these subjects listed in the schedule will run in 2019-20. Some students will be required to attend TAFE for additional courses. Please speak to Mrs Marshall for clarification.

- Work placement is a condition in some of the courses listed.
- Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.
- NESA expects that most students would meet the outcomes over 240 hours.
- It may be necessary for a student to undertake a TAFE course.

Stage 6 Life Skills courses available for students

KLA	Life Skills courses
English	English Life Skills
Mathematics	Mathematics Life Skills
Science	Investigating Science Life Skills Physical World Science Life Skills Earth and Space Science Life Skills Living World Science Life Skills Chemical World Science Life Skills
Technologies	Agriculture Life Skills Design and Technology Life Skills Food Technology Life Skills Industrial Technology Life Skills Information Processes and Technology Life Skills Technology Life Skills Textiles and Design Life Skills
HSIE	Aboriginal Studies Life Skills Ancient History Life Skills Business and Economics Life Skills Citizenship and Legal Studies Life Skills Geography Life Skills Human Society and its Environment Life Skills Modern History Life Skills Society and Culture Life Skills Studies of Religion I Life Skills Studies of Religion II Life Skills Work and the Community Life Skills
Creative Arts	Creative Arts Life Skills Dance Life Skills Drama Life Skills Music Life Skills Visual Arts Life Skills
PDHPE	Community and Family Studies Life Skills PDHPE Life Skills

Change a Subject or Course

It may be desirable occasionally for a student to change subjects or courses, but changes usually cannot be made after week 4 of Term 1 of Year 11. In some cases they may not be possible at all if a class is full or if the course has progressed too far. It is important to make choices as carefully as possible to avoid the inconvenience and disruption of changing.

Most changes must be applied for by submitting a Change of Course form and collecting signatures from the student, parent, subject teacher, KLA and Curriculum Coordinator.

All students must complete a CHANGE OF COURSE form which must be countersigned by a parent, subject-teacher, KLA Coordinator and Director of Academic Care BEFORE Week 4 of Term 1, 2020
Students must NOT change classes without following this process.

Assessment & The Higher School Certificate

The Higher School Certificate will assess students against **standards of achievement** set for each course.

The standards indicate clearly what a student knows and can do.

- Students will receive marks on a scale from 0 to 100, together with descriptions of the standard of performance they have achieved.
- All students achieving the minimum standard or better will receive a mark of 50 or more.
- The marks achieved by the student will now have meaning because they will indicate a standard of performance reflected in a mark range.
- A mark range 90 –100 will correspond to the highest level of achievement.
- Most importantly, marks will no longer be scaled to a fixed distribution.
- The marks a student earns will be the marks received. This means that a student will be rewarded for working that bit harder to gain extra marks.

Marks awarded on the HSC for each course, come from two sources:

School based Assessments	50%
The HSC Examination	50%

School Based Assessment

You will be required to complete school based assessment tasks for Board Developed and Content Endorsed courses. They:

- apply to everyone who has entered for the Higher School Certificate.
- are designed to measure performance in a wider range of objectives than may be tested in an examination.
- include tests, written or oral assignments, practical activities, fieldwork and projects.

For VET courses you are assessed on your competency in performing work related tasks.

You must complete assessment tasks worth more than half of a course's total assessment marks. If you don't, you will not have satisfactorily completed the course. **Students who do not complete assessment tasks will be issued with unsatisfactory attendance forms, and ultimately BOS warning letters.** This means the course cannot be counted towards the units required for the Preliminary or Higher School Certificate.

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

At the completion of the HSC exams you may ask the school for your rank order in each course studied based on your school assessment.

Higher School Certificate Examinations

Most of the examinations for the Higher School Certificate are written examinations held in October and November each year. Some subjects have practical examinations which are held in Term 3 of the HSC year.

Submitted Works and Practical Examinations

The following subjects require examination, project or submitted work: and may incur additional cost.

Design and Technology
Drama
Extension 2 English
Industrial Technology
Languages
Music
Society and Culture
Textiles and Design
Visual Arts

You are required to certify that any submitted work is your own. If you cannot do so you will not be awarded the marks. All submitted works are returned after marking.

Reporting the Higher School Certificate

On satisfactory completion of your HSC you will receive a portfolio containing:

The HSC Testamur

- the official certificate confirming your achievement of all requirements for the award.

The Record of Achievement

- the document that lists the courses you have studied and reports the marks and bands you have received.

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.

Additional information may be found as an appendix to this Curriculum Manual – pages 79 – 84

The Australian Tertiary Admission Rank (ATAR)

The ATAR provides a measure of overall academic achievement in the HSC which assists universities in ranking applications for university selection. It is a figure between 0 to 100. It is expressed in steps of 0.05 with the top students receiving 100.

Admission to most university courses is based on the performance in the HSC where applicants are ranked on the basis of their ATAR. Other criteria such as portfolio, interview, audition or questionnaire may also be taken into account for certain courses in conjunction with the ATAR.

It is a confidential piece of information sent, on request, to the student's home. It is not received by the school or made available to the media.

Unfortunately, it is the most misused and misunderstood bit of information in the whole HSC process despite the fact that not all students need this information.

The ATAR is a ranking not a mark.

To be eligible for an ATAR a student must meet the following rules:

- Rule 1 – a student must satisfactorily complete at least 10 units of Board Developed courses, including at least 2 units of English.
- Rule 2 – the ATAR will be based on the aggregate of scaled marks in 10 units comprising:
 - The best 2 units of English
 - The best 8 units from the remaining units

Note

Only 2 units (i.e. one subject of a Category B course) can contribute to the ATAR (e.g. Hospitality or Construction) and/or some externally delivered VET courses

Content Endorsed Courses and most TAFE courses do not count towards an ATAR.

Concern is often expressed that too many students restrict their choice of subjects in order to obtain an ATAR which they never require. This is particularly true for students who are not pursuing a pattern of study of an academic nature. Further, non-academic courses and lower level courses have their marks scaled down by the Universities while calculating the ATAR. For these students, although they may be eligible for an ATAR, the resulting ATAR may be too low to be useful. It gives a completely distorted picture of just how successful a certain student may have been in the subjects they attempted.

An excellent summary of the ATAR by Prof Jacqui Ramagge can be found at:
<https://www.facebook.com/sydneymorningherald/videos/10154955076706264/>

Recognition of Prior Learning

TAFE recognises skills and knowledge which students may gain through previous studies, work and life experiences.

Credit Transfer allows students to have previous studies recognised as they move from one educational sector to another.

Advanced standing means that students completing some HSC courses at a satisfactory level may count these towards a TAFE qualification.

Many subjects studied for the HSC have credit transfer points at TAFE. See TAFE handbook.

Pathways to Further Qualifications

Secondary School	VET	Higher Education
<ul style="list-style-type: none"> Senior Secondary Certificate of Education HSC or Year 11 exit 	<ul style="list-style-type: none"> Graduate Certificate Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I 	<ul style="list-style-type: none"> Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma

Resources to assist you with Career Choices:

- NSW Job Guide
- The UAC Handbook
- Individual University Handbooks are available on the internet
- TAFE handbooks
- Careers Reference Centre 477 Pitt St Sydney
- Careers Adviser
- OZJAC careers website available at school
- Mrs R Turner – College Careers adviser (but make a booking)

The Ingredients of Success

1. Ensure you have a **good attitude**.
2. Recognise that no matter what courses you choose, **you will need to work** at them - in the classroom and in your study time to raise the standard of your performance.
3. Accept that you have now moved past stage 5 into "post compulsory education". You have chosen to return to school. **You will only achieve the marks if you put in the effort.**
4. **Work out a balance between all the activities you do** out of school: part-time work, sport, social life, and HOMEWORK! If any one or two of these grows out of control, the others will suffer.
5. **Choose your subjects carefully.** Ask for advice from people who know. Don't get caught up in myths or inappropriate reasons:
6. **Make a commitment to give it a good go.** It's your life, and you are the one who will gain the Year 11 Record of Achievement and the HSC. Make them worth receiving.
7. **Time / Task management.** It is important that you organise yourself effectively from the **beginning of Year 11.**
 - Be on time to school and to class
 - It is important to plan your time for each subject. Develop a study / homework timetable.
 - Ensure you record the dates for submission of assignments, tests, and homework in your diary
 - Read widely a wide range of fiction, non-fiction including broadsheet newspapers
 - Plan to study / review your work regularly. Use a study journal to reflect on your work
 - Make effective study notes in a variety of forms.
8. **Be realistic** about your own potential and the marks you can achieve.

Choosing your Pattern of Study

The subject choices made are part of the lifelong process of career decision making. Consider your needs, interests and abilities, strengths and weaknesses. Conduct some research on your career preferences as this will influence the subjects you may choose.

1. Choose the courses you like

If you do subjects that you like and enjoy, these are the subjects you will do the most work in; you will feel motivated and this will bring results.

2. Get advice

Subject teachers, KLA Coordinators, Year Coordinator, Careers' Adviser, Curriculum Coordinator, Assistant-Principal and Principal, parents, older brothers and sisters, older students' experiences can cover all your concerns and provide you with the support necessary to choose wisely.

3. Study each course at the highest level of which you are capable

Do subjects you are good at. There is no point doing a subject for which have limited talent because you have been told it could be useful. If you can't cope with it at school, you will definitely not cope with it at University or TAFE.

4. Check carefully any prerequisites for TAFE or University courses you are considering.

Your careers adviser will give you guidance on possible job areas that might suit you. If your career choice requires a subject you are poor at and not interested in, you may need to reassess your career ambitions.

5. Do NOT choose any subject on the basis of rumours.

eg. if you have heard that it is "scaled up" (for ATAR calculation). These rumours give a very limited and inaccurate picture of what actually happens in ATAR calculation. Both your HSC and your ATAR are optimised by choosing subjects you like; working hard in those subjects; and obtaining good results in those subjects.

- An excellent summary of the ATAR by Prof Jacqui Ramagge can be found at:
<https://www.facebook.com/sydneymorningherald/videos/10154955076706264/>

Guidelines for Subject Selection

- Choose Category A subjects and a maximum of ONE Category B subject if you are seeking an ATAR at the completion of Year 12.
- Mathematics is **not** a compulsory subject in the HSC. However, approximately 80% of the state candidature will complete a Mathematics course. Prospective employers and Universities are increasingly identifying that Mathematics is desirable / assumed knowledge.
- Studies of Religion 1 & Studies of Religion 2 can contribute towards your ATAR.
- Consider your preferences in the subjects requiring a major project – as a general rule select only one subject that requires a folio and practical component to enable you to manage your time efficiently.
- Only one strand of Industrial Technology can be studied for the HSC – Electronics or Timber or Multimedia.
- Consider the commitment to 70 hours of work placement when you are choosing VET subjects
- Extension Courses are offered to able students through consultation with the appropriate KLA Coordinator.
- Externally offered courses such as TAFE, Childcare, NSW School of Languages and Distance Education involve extra fees

REMEMBER

Choose courses for which you have a passion, and to which you are willing to commit yourself!

- Your initial career is likely to be connected to your subject interests.
- Some courses require prior study of certain subjects
- The required ATAR changes each year for a given course, and changes from university to university.
- The required ATAR is a function of supply and demand, not course difficulty.
- Do not associate the pure disciplines eg. Modern History, English with specific careers - they contribute vital skills to eventual careers.
- Try not to stress about your choices. There are many ways, opportunities and choices that will present themselves in the future and enable you to change accordingly

Courses usually offered at the College

KLA	Yr 11 Courses	Unit	Yr 12 (HSC) Courses	Unit
Religious Education	Studies of Religion I Studies of Religion II Catholic Studies 1 unit (non-ATAR) Catholic Studies 2 unit (non-ATAR)	1 2 1 2	Studies of Religion I Studies of Religion II Catholic Studies 1 unit (non-ATAR) Catholic Studies 2 unit (non-ATAR)	1 2 1 2
English	English Studies English Standard English Advanced English Extension 1	2 2 2 1 1	English Studies English Standard English Advanced English Extension 1 English Extension 2 * (HSC only)	2 2 2 1 1
Creative Arts	Drama * Music 1 * Visual Arts *	2 2 2	Drama * Music 1 * Music Extension (HSC only) Visual Arts *	2 2 1 2
Human Society and its Environment (HSIE)	Ancient History Modern History Business Studies Economics Geography Legal Studies Society and Culture *	2 2 2 2 2 2 2	Ancient History Modern History History Extension (HSC only) Business Studies Economics Geography Legal Studies Society and Culture *	2 2 1 2 2 2 2 2
Languages other than English (LOTE)	Japanese Continuers Italian Continuers	2 2 1	Japanese Continuers Italian Continuers Language Extension courses Beginners and Continuers Courses <small>#Available at NSW School of Languages and Saturday School of Community Languages</small>	2 2 1 2
Mathematics	Mathematics – Standard Mathematics - Advanced Mathematics Extension1	2 2 1	Mathematics – Standard Mathematics - Advanced Mathematics Extension1 Mathematics Extension 2 (HSC)	2 2 1 1
Personal Development, Health and Physical Education (PDHPE)	PDHPE Community and Family Studies	2 2	PDHPE Community and Family Studies	2 2
Science	Earth and Environmental Science Biology Chemistry Physics Investigating Science	2 2 2 2 2	Earth and Environmental Science Biology Chemistry Physics Investigating Science Science Extension	2 2 2 2 2 1
Learning Support	Life Skills English, Mathematics, PDHPE, Science, Creative Arts, TAS, Work and Community	2	Life Skills English, Mathematics, PDHPE, Science, Creative Arts, TAS, Work and Community	2
Technological and Applied Studies (TAS)	Design and Technology * Information Processes and Technology Food Technology Industrial Technology - Electronics OR Timber OR Multimedia* Software Design and Development * (externally delivered only) Textiles and Design *	2 2 2 2 2 2	Design and Technology * Information Processes and Technology Technology Food Technology Industrial Technology - Electronics OR Timber OR Multimedia* Software Design and Development * (externally delivered only) Textiles and Design *	2 2 2 2 2 2
Vocational Education Training (VET) (All subjects are Category B)	Construction Pathways Hospitality	2 2	Construction Pathways Hospitality	2 2
One unit courses offered in Year 11 (Preliminary HSC) only	Sport, Lifestyle & Recreation Visual Design	1 1		

BEC – Board Endorsed Course, CEC – Content Endorsed Course, Category B - only 2 units are counted in the ATAR

***Course requires a NESA submission of major project or major performance**

Flexible Delivery Courses Online

NSW School of Languages

- A wide variety of Language courses are offered through this external provider.
- Students wishing to enroll in these externally delivered courses should liaise with the Director of Academic Care and visit the NSWSoL website:
<https://nswschoollang.schools.nsw.gov.au/>

Diocese of Lismore Distance Education School

Online, flexible delivery of courses has been made available to Diocesan schools to cater for specific student needs and to address equity issues associated with existing education. For 2020, the courses which **may be offered** in this mode of delivery may include the Preliminary and HSC courses in:

- Ancient History
- Economics
- Engineering Studies
- Geography
- Studies of Religion II
- Software Design and Development

It is the intention neither of the Diocese nor of individual schools to replace existing face-to-face classes with flexible deliver modes. What schools are endeavoring to do is to maintain a Catholic Education for these students and to provide them with access to subjects that traditionally have created timetable difficulties due to their very small candidature.

The delivery of subjects to students in the Diocese can and will be achieved through the use of internet technologies. A teacher, based at one of the Diocesan schools, will use this infrastructure to teach students in various other schools, both within and outside the Lismore Diocese. Some lessons will involve being “on-line” together, i.e. synchronously. Students follow up these lessons by accessing the course material and resources and completing set work in their own time, i.e. asynchronously. This asynchronous delivery can take place at school during the normal school day or at home in the student’s own time. However, in order to cater for all schools it will be necessary to timetable the synchronous classes on occasions either before or after school each week. This is similar to existing arrangements for Extension English, Mathematics and History that already exist in some schools and should be a commitment students consider carefully when choosing subjects. It will be the responsibility of the school to provide access to a computer with an internet connection at school. It is recommended that students have access to a reliable computer with internet access at home.

As part of the support network for these students a mentor will be based in each school. The mentor is the first point of contact for students needing guidance and support and will provide supervision for students when they are on-line. Another role of the mentor is to keep in contact with the appointed “on-line” teacher and monitor student progress. They also have the responsibility for the co-ordination of exams and other assessment events that the student attempts at school. All formal assessment tasks will be conducted at school. The internet will not be used as a means of conducting formal assessment tasks. Student’s school reports will contain results from the flexible delivery class.

Importantly this structure and the type of learning involved may not be suited to all students. However, for motivated and conscientious students, this form of delivery may provide the flexibility required to pursue a chosen pattern of study. The courses involved in this mode of delivery will be provided to the student at a nominal cost, over and above existing school fees.

More detailed information can be obtained by contacting Andrew Burgess at the Catholic Education Office in Lismore, Phone: 66585896 or 0407457009.

Helpful NESA sites:

- Syllabus:
 - <http://www.boardofstudies.nsw.edu.au/syllabuses/>
- Course Descriptions:
 - http://www.boardofstudies.nsw.edu.au/syllabus_hsc/course-descriptions/

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Course Recommendation / Advice in choosing Stage 6 courses

Religious Education

Studies of Religion I

- No specific recommendation

Studies of Religion II

- Students should achieve a grade B or greater in their Stage 5 Religious Studies course

Studies in Catholic Thought 1 unit

- No specific recommendation

Studies in Catholic Thought 2 unit

- No specific recommendation

English

English Studies

- No specific recommendation

English Standard

- No specific recommendation

English Advanced

- Students should achieve a grade B or greater in their Stage 5 English

English Extensions 1

- Placement in the top 20% of Stage 5 English

English Extensions 2

- Placement in the top 20% of Year 11 English Advanced

Creative Arts

Drama

- No specific recommendation

Music 1

- Students should achieve a grade C or greater in their Stage 5 Music elective course

Music 2

- Placement in the top 20% of the Stage 5 Music Elective

Music Extension (Year 12)

- Placement in the top 20% of Year 11 Music 2 course

Visual Arts

- No specific recommendation

HSIE

Ancient History

- No specific recommendation

Modern History

- No specific recommendation

History Extension (year 12)

- Placement in the top 20% of Year 11 Ancient or Modern History.

Business Studies

- No specific recommendation

Economics

- Stage 5 Maths 5.2 – B grade or higher
- Stage 5 English – B grade or higher
- Stage 5 Science – B grade or higher
- Strongly advised to be taking Mathematics (Standard or Advanced) in stage 6

Geography

- No specific recommendation

Legal Studies

- No specific recommendation

Society and Culture

- No specific recommendation

Languages

Italian Beginners

- No specific recommendation

Japanese Beginners

- No specific recommendation

Italian Continuers

- Successful completion of Stage 5 Italian

Other Languages may be available through the external provider – NSW School of Languages at an approximat cost of \$800.00 per year

Mathematics

Mathematics Standard 2 (Standard 1 not offered)

- See Advice on page 16 of Subject Choice Booklet

Mathematics Advanced

- Stage 5 Maths 5.3 – B grade or higher

Mathematics Extension 1

- See Advice on page 16 of Subject Choice Booklet
- Top 25% of Stage 5 Maths 5.3 or higher

Mathematics Extension 2 (Year 12 only)

- As advised by the Mathematics Curriculum Coordinator (Mr Radcliff).

PDHPE

PDHPE

- No specific recommendation

Community and Family Studies

- No specific recommendation

Science

Biology

- Stage 5 Maths 5.2 – C grade or higher
- Stage 5 English – C grade or higher
- Stage 5 Science – C grade or higher.

Chemistry

- Stage 5 Maths 5.3 – B grade or higher
- Stage 5 English – B grade or higher
- Stage 5 Science – B grade or higher
- Strongly advised to be taking Advanced Mathematics in stage 6

Earth and Environmental Science

- Stage 5 Maths 5.2 – C grade or higher
- Stage 5 English – C grade or higher
- Stage 5 Science – C grade or higher

Investigating Science

- No specific recommendation

Physics

- Stage 5 Maths 5.3 – B grade or higher
- Stage 5 English – B grade or higher
- Stage 5 Science – B grade or higher
- Strongly advised to be taking Advanced Mathematics in stage 6

Science Extension (Year 12 –only.

- top 20% of any stage Year 11 Science course
- As advised by the Science Curriculum Coordinator (Mr Walsh).

TAS

Design and Technology

- No specific recommendation

Food Technology

- No specific recommendation

Industrial Technology Timber or Electronics or Multimedia

- No specific recommendation

Information Processes and Technology

- No specific recommendation

Software Design & Development

- No specific recommendation

Textiles and Design

- No specific recommendation

Special Needs – Life Skills

- As advised by the Special Needs Coordinator (Mrs Marshal).

VET (Category B Courses)

Business Services

- No specific recommendation

Construction Pathways

- No specific recommendation

Hospitality

- No specific recommendation

Information & Digital Technology

- No specific recommendation

Externally Delivered VET courses

- As advised by the VET Curriculum Coordinator (Mrs Hastings).

Course: Studies of Religion I		Course No: 15350	
1 unit for each of Preliminary and HSC Board Developed Course		Exclusions: Studies of Religion II	
Course Description Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.			
Preliminary Course <ul style="list-style-type: none">• Nature of Religion and Beliefs<ul style="list-style-type: none">- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.• Two Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism<ul style="list-style-type: none">- Origins- Principal beliefs- Sacred texts and writings- Core ethical teachings- Personal devotion/expression of faith/observance.			
HSC Course <ul style="list-style-type: none">• Religion and Belief Systems in Australia post-1945<ul style="list-style-type: none">- Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.• Two Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism<ul style="list-style-type: none">- Significant people and ideas- Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics- Significant practices in the life of adherents.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 1½-hour written examination		Knowledge and understanding of course content	20
<ul style="list-style-type: none">• Section I – Religion and Belief Systems in Australia post-1945 Objective response questions One short-answer question	15	Source-based skills	10
		Investigation and research	10
<ul style="list-style-type: none">• Section II – Religious Tradition Depth Study Candidates answer one question	15	Communication of information, ideas and issues	10
<ul style="list-style-type: none">• Section III – Religious Tradition Depth Study Candidates answer one extended response question	20		

Course: Studies of Religion II	Course No: 11360 Year 11 15360 Year 12		
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Studies of Religion I		
Course Description Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.			
Preliminary Course <ul style="list-style-type: none">• Nature of Religion and Beliefs<ul style="list-style-type: none">- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.• Three Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism<ul style="list-style-type: none">- Origins- Principal beliefs- Sacred texts and writings- Core ethical teachings- Personal devotion/expression of faith/observance.• Religions of Ancient Origin<ul style="list-style-type: none">- The response to the human search for ultimate meaning in two religions of ancient origin from:<ul style="list-style-type: none">- Aztec or Inca or Mayan- Celtic- Nordic- Shinto- Taoism- an Indigenous religion from outside Australia• Religion in Australia pre-1945<ul style="list-style-type: none">- The arrival, establishment and development of religious traditions in Australia prior to 1945.			
HSC Course <ul style="list-style-type: none">• Religion and Belief Systems in Australia post-1945<ul style="list-style-type: none">- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.• Three Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism<ul style="list-style-type: none">- Significant people and ideas- A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics- Significant practices in the life of adherents.• Religion and Peace<ul style="list-style-type: none">- The distinctive response of religious traditions to the issue of peace.• Religion and Non-Religion<ul style="list-style-type: none">- The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination		Knowledge and understanding of course content	20
• Section I Part A - Religion and Belief Systems in Australia post-1945 Multiple Choice/One short-answer question	15	Source-based skills	10
Part B - Religion and Non-Religion Multiple Choice/One short-answer question	15	Investigation and research	10
• Section II – Religious Tradition Depth Study Candidates answer two questions		Communication of information, ideas and issues	
• Section III – Religious Tradition Depth Study Candidates answer one extended response question	30		10
• Section IV – Religion and Peace Candidates answer one extended response question	20		

Course: Studies in Catholic Thought 1 Unit	Course No: TBA		
1 unit Board Endorsed School Developed Course (BESDC) is a 1 unit course which does not have an external examination component. As such, although it will count in the HSC, <i>it will not count toward an ATAR.</i>	Exclusions: NIL		
Course Description <i>Studies in Catholic Thought</i> seeks to develop students' knowledge and understanding of the Catholic Faith and of Christianity. It will explore the theology, scripture and philosophy that underpin the understanding of the human person within the Catholic tradition and the Christian life of virtue that follows. The course seeks to develop a deeper understanding of the social doctrine of the Catholic Church and the Catholic ascetic tradition with a view to enabling students to be immersed in the wider Catholic tradition. At the same time, <i>Studies in Catholic Thought</i> will develop students' ability to use inquiry skills, reason through engagement with Catholic teachings and literature. The Year 12 course is structured to provide students with an understanding of how a moral and ethical life naturally flows from the Catholic Church's understanding of what it is to be human.			
Content Year 11 Preliminary (60 hr course): The Human Person <ul style="list-style-type: none">Who is a Human person (20 hrs)The Triitarian God and Humanity (20 hrs)The Re-imagining of Creation (20 hrs) Year 12 HSC (60 hr course): The Good Life <ul style="list-style-type: none">Virtue, Vice, Salvation (20 hrs)The Good Works (20 Hrs)The Common Good (20 Hrs)			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none">NIL		Knowledge and understanding of course content	20
		Religious skills in: <ul style="list-style-type: none">Using Scripture & Catholic Church documentsAnalysis, synthesis and evaluation based on evidence from scripture, theology, philosophy and other relevant sources	10
		Inquiry and research skills	10
		Communication of religious ideas and understanding in appropriate forms	10

Course: Studies in Catholic Thought 2 Unit	Course No: TBA		
2 unit Board Endorsed School Developed Course (BESDC) is a 2 unit course which does not have an external examination component. As such, although it will count in the HSC, <i>it will not count toward an ATAR.</i>	Exclusions: NIL		
Course Description <i>Studies in Catholic Thought</i> seeks to develop students' knowledge and understanding of the Catholic Faith and of Christianity. It will explore the theology, scripture and philosophy that underpin the understanding of the human person within the Catholic tradition and the Christian life of virtue that follows. The course seeks to develop a deeper understanding of the social doctrine of the Catholic Church and the Catholic ascetic tradition with a view to enabling students to be immersed in the wider Catholic tradition. At the same time, <i>Studies in Catholic Thought</i> will develop students' ability to use inquiry skills, reason through engagement with Catholic teachings and literature.			
Content Year 11 Preliminary (120 hr course): The Human Person <ul style="list-style-type: none">• Who is a Human person (20 hrs)• The Triitarian God and Humanity (20 hrs)• The Re-imagining of Creation (20 hrs)• Faith, Reason and Science (30 hrs)• To be Fully Human (30 hrs) Year 12 HSC (120 hrs course): The Good Life <ul style="list-style-type: none">• Virtue, Vice, Salvation• The Good Works• The Common Good• 2 unit undertakes two of the following units, which are 30 hours each:• Set Text Study<ul style="list-style-type: none">○ The Church and the Arts○ The Church and First People○ The Church and the Contemporary World			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
• NIL		Knowledge and understanding of course content	40
		Religious skills in: <ul style="list-style-type: none">• Using Scripture & Catholic Church documents• Analysis, synthesis and evaluation based on evidence from scripture, theology, philosophy and other relevant sources	20
		Inquiry and research skills	20
		Communication of religious ideas and understanding in appropriate forms	20

Course: English Studies	Course No: 30105 Year 11 15125 Year 12 15126 Year 12 English Studies students who intend to undertake the optional HSC examination must also be enrolled in this course		
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English Standard; English Advanced; English Extension		
Course Description			
English Studies is a Stage 6 Board Developed Course (Category B).			
In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesis the knowledge gained from a range of sources for a variety of purposes.			
In this course, students will consolidate their English literacy skills the enhance their personal, social, educational and vocational lives.			
Content			
Year 11			
Students are required to study			
<ul style="list-style-type: none">• Mandatory Module Achieving through English: English is education, work and community.• 2-4 additional syllabus modules (selected based on student needs and interests).• Students may also study an optional teacher-developed module.			
Year 12			
Students are required to study:			
<ul style="list-style-type: none">• The HSC Common Content consists of one module Texts and Human Experiences which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.• Students study 2-4 additional syllabus modules (selected based on student needs and interests).			
Students may also study an optional teacher-developed module.			
Course Requirements			
Across the English Standard Stage 6 Course students are required to study:			
<ul style="list-style-type: none">• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples• texts with a wide range of cultural, social and gender perspectives.			
Atudents are required to:			
<ul style="list-style-type: none">• Read, view listen to and compose a wide range of texts including print and multimodal texts• Study at least one substantial print text• Study at least one substantial multimodal text• Be involved in planning, researching and presentation activites as part of one individual and/or collaborative project• Develop a portfolio of text they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year.• Engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions			
Assessment: HSC Course only			
External Assessment (optional)	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none">• Paper 1 – 2 ½ hours + 10 mins reading tme		Knowledge and understanding of course content	50
Section 1 – Short answers responses	20	Skills in:	50
Section 2 – Sustained response based on prescribed text	20	<ul style="list-style-type: none">• comprehending texts	
Section 3 - The question will require a sustained response based on one of the candidate’s chosen electives using the texts studied. This question may include a stimulus.	15	<ul style="list-style-type: none">• communicating ideas	
Section 4 - There will be one question. The question will require an imaginative, persuasive, informative or reflective response to stimulus and/or unseen text.	15	<ul style="list-style-type: none">• using language accurately, appropriately and effectively	

Course: English Standard	Course No: 11130 Year 11 15130 Year 12		
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English Advanced; English Extension		
Course Description In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts. In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.			
Content Year 11 The course has two sections: Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i> . Students explore texts and consolidate skills required for senior study. Two additional modules: <i>Close Study of Literature</i> , and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning. Year 12 The course has two sections: The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. Three additional modules.			
Course Requirements Across the English Standard Stage 6 Course students are required to study: <ul style="list-style-type: none">• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples• texts with a wide range of cultural, social and gender perspectives. Year 11 Students are required to study: <ul style="list-style-type: none">• one complex multimodal or digital text in Module A (this may include the study of film)• one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts• a wide range of additional related texts and textual forms. Year 12 Students are required to study: <ul style="list-style-type: none">• at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts• at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i>• at least one related text in the <i>Common module: Texts and Human Experiences</i>.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none">• Paper 1 – 1 ½ hours + 10 mins reading time Section 1 – Short answers responses	20	Knowledge and understanding of course content	50
Section 2 – Sustained response based on prescribed text and related text	20	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
<ul style="list-style-type: none">• Paper 2 - 2 hours 5 mins reading time Section 1: Sustained response	20		
Section 2: Sustained response	20		
<ul style="list-style-type: none">• Section 3 : Imaginative, discursive, persuasive, informative or reflective response.	20		

Course: English Advanced	Course No: 11140 Year 11 15140 Year 12		
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English Standard		
Course Description In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values. In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction. In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.			
Content Year 11 The course has two sections: Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i> . Students explore texts and consolidate skills required for senior study. Two additional modules: <i>Critical Study of Literature</i> , and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. Year 12 The course has two sections: The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. Three additional modules.			
Course Requirements Across the English Advanced Stage 6 course students are required to study: <ul style="list-style-type: none">a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital textstexts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asiaa 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 Peoplestexts with a wide range of cultural, social and gender perspectives. Year 11 Students are required to study: <ul style="list-style-type: none">a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital textsa wide range of additional related texts and textual forms. Year 12 Students are required to study: <ul style="list-style-type: none">at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text or may be selected from one of the categories already usedat least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i>at least one related text in the <i>Common module: Texts and Human Experiences</i>.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none">Paper 1 – 1 ½ hours + 10 mins reading time Section 1 – Short answers responses	20	Knowledge and understanding of course content	50
Section 2 – Sustained response based on a prescribed text and one related text	20	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
<ul style="list-style-type: none">Paper 2 - 2 hours 5 mins reading time Section 1: Sustained response	20		
Section 2: Sustained response	20		
Section 3 : Imaginative, discursive, persuasive, informative or reflective response	20		

Course: English Extension 1	Course No: 11150 Year 11 English Extension 15160 Year 12 English Extension 1 15170 Year 12 English Extension 2.		
1 unit for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course	Exclusions: English Standard Prerequisites: (a) English Advanced (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12 (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2		
Course Description In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.			
Content Year 11 The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project. Year 12 English Extension 1 course – The course has one common module, <i>Literary Worlds</i> , with five associated electives. Students must complete one elective chosen from one of the five electives offered for study. The electives are <ul style="list-style-type: none">• Literary homelands• Worlds of upheaval• Reimagined worlds• Literary mindscapes• Intersecting worlds			
Course Requirements Across Stage 6 the selection of texts should give students experience of the following as appropriate: <ul style="list-style-type: none">• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts. Year 11 Students are required to: <ul style="list-style-type: none">• examine a key text from the past and its manifestations in one or more recent cultures• explore, analyse and critically evaluate different examples of such texts in a range of contexts and media• undertake a related research project. Year 12 In the English Extension 1 course students are required to study: <ul style="list-style-type: none">• at least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)• at least TWO related texts.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none">• One Paper - 2 hours and 10 minutes reading time Section 1 – Common Module One question in response to a stimulus and/or unseen material. The question may require a critical or creative response, or both. It may be a single, sustained response, or it may be in two parts	25	Knowledge and understanding of complex texts and of how and why they are valued Skills in complex analysis, sustained composition and independent investigation	50
	Section 2 – Electives One question, which may include a stimulus. The question will require a sustained critical response based on the candidate's prescribed texts and related texts.		25

Course: English Extension 2	Course No: 15170 Year 12 English Extension 2.		
1 unit for Year 12 (HSC). Board Developed Course	Exclusions: English Standard Prerequisites: (a) English Advanced (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12 (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2		
Course Description In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. In studying this courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.			
Content <ul style="list-style-type: none">The English Extension 2 course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.			
Course Requirements In the English Extension 2 course students are required to: <ul style="list-style-type: none">Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Major Work	40	Skills in extensive independent research	50
Reflection Statement	10	Skills in sustained composition	50

Course: Drama		Course No: 11090	
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
Course Description Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences. Preliminary Course Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. HSC 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.			
Main Topics Covered Preliminary Course Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles HSC Course Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project			
Particular Course Requirements The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <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 HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (Core)	30	Australian Drama and Theatre	30
Individual Project	30	Studies in Drama and Theatre	30
A 1½-hour written examination comprising two compulsory sections: Australian Drama and Theatre (Core) Studies in Drama and Theatre	40	Development of Group Performance	20
		Development of Individual Project	20

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

Course: Music 2	Course No: 15300
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Music 1	
Course Description In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.	
Main Topics Covered Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary course, the Mandatory Topic is Music 1600–1900. In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).	
Particular Course Requirements In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESAs to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.	

Course: HSC Music Extension Course (Yr 12 only)	Course No: 15310
1 unit/60 hour course Board Developed Course Prerequisites: Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways. Exclusions: Music 1	
Course Description The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.	
Particular Course Requirements Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESAs to validate authorship of the submitted work.	

Course: Visual Arts		Course No: 15400	
2 units for each of Preliminary and HSC Board Developed Course			
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
Course Description Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.			
Preliminary Course learning opportunities focus on: <ul style="list-style-type: none">• the nature of practice in artmaking, art criticism and art history through different investigations• the role and function of artists, artworks, the world and audiences in the artworld• the different ways the visual arts may be interpreted and how students might develop their own informed points of view• how students may develop meaning and focus and interest in their work• building understandings over time through various investigations and working in different forms.			
HSC Course learning opportunities focus on: <ul style="list-style-type: none">• how students may develop their practice in artmaking, art criticism, and art history• how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations• how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations• how students may further develop meaning and focus in their work.			
Particular Course Requirements			
Preliminary Course: <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.			
HSC Course: <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: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 1½-hour written examination paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50

NB Additional curriculum fees are charged to cover basic costs in this subject
Students are responsible for the purchase of all materials for practical project work.

Course: Ancient History		Course No: 11020 Year 11 Ancient History 15020 Year 12 Ancient History	
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil			
Course Description The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world. The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.			
Content Year 11 The Year 11 course comprises three sections. Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies') Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies. Features of Ancient Societies (40 indicative hours) Students study at least two ancient societies. Historical Investigation (20 indicative hours) Historical concepts and skills are integrated with the studies undertaken in Year 11. Year 12 The Year 12 course comprises four sections. Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours) One 'Ancient Societies' topic (30 indicative hours) One 'Personalities in their Times' topic (30 indicative hours) One 'Historical Periods' topic (30 indicative hours) Historical concepts and skills are integrated with the studies undertaken in Year 12.			
Particular Course Requirements Year 11 In the Year 11 course, students undertake at least two case studies. One case study must be from Egypt, Greece, Rome or Celtic Europe, and One case study must be from Australia, Asia, the Near East or the Americas. Year 12 The course requires study from at least two of the following areas: Egypt Near East China Greece Rome.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Section I Core: Cities of Vesuvius- Pompeii and Herculaneum	25	Knowledge and understanding of course content	40
Section II Ancient Societies	25	Historical skills in the evaluation of sources and interpretations	20
Section III Personalities in their Times	25	Historical Inquiry and Research	20
SectionIV Historical Periods	25	Communication of business information, ideas and issues	20

Course: Modern History	Course No: 11270 Year 11 Modern History 15270 Year 12 Modern History		
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil			
Course Description The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world. The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.			
Content Year 11 The Year 11 course comprises three sections. Investigating Modern History (60 indicative hours including ‘The Nature of Modern History’ and ‘Case Studies’) Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies. Historical Investigation (20 indicative hours) The Shaping of the Modern World (40 indicative hours) At least one study from ‘The Shaping of the Modern World’ is to be undertaken. Historical concepts and skills are integrated with the studies undertaken in Year 11. Year 12 The Year 12 course comprises four sections. Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours) One ‘National Studies’ topic (30 indicative hours) One ‘Peace and Conflict’ topic (30 indicative hours) One ‘Change in the Modern World’ topic (30 indicative hours) Historical concepts and skills are integrated with the studies undertaken in Year 12.			
Particular Course Requirements Year 11 In the Year 11 course, students undertake at least two case studies. One case study must be from Europe, North America or Australia, and One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. Year 12 Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Section I Core: Power and authority in the Modern World 1919-1946	25	Knowledge and understanding of course content	40
Section II National Studies	25	Historical skills in the evaluation of sources and interpretations	20
Section III Peace and Conflict	25	Historical Inquiry and Research	20
Section IV Change in the Modern World	25	Communication of business information, ideas and issues	20

Course: History Extension		Course No: 15280 Year 12 History Extension	
1 unit for Year 12 (HSC) Board Developed Course Prerequisites: Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension. Exclusions: Nil			
Course Description History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.			
Content The course comprises two sections. Constructing History (Minimum 40 indicative hours) Key Questions <ul style="list-style-type: none">• Who are historians?• What are the purposes of history?• How has history been constructed, recorded and presented over time?• Why have approaches to history changed over time? Case Studies Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions. History Project (Maximum 20 indicative hours) Students will undertake an individual investigative project, focusing on an area of changing historical interpretation. are integrated with the studies undertaken in Year 12.			
Particular Course Requirements The course requires students to undertake: one case study the development of one History Project.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written paper: Section I: one extended response Section II: one extended response	25 25	Knowledge and understanding of significant historical ideas and processes Skills in designing, undertaking and communication historical inquiry and analysis	40 60

Course: Business Studies	Course No: 15040		
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil		
Course Description Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.			
Main Topics Covered			
Preliminary Course			
Nature of business (20%) – the role and nature of business			
Business management (40%) – the nature and responsibilities of management			
Business planning (40%) – establishing and planning a small to medium enterprise			
HSC Course			
Operations (25%) – strategies for effective operations management			
Marketing (25%) – development and implementation of successful marketing strategies			
Finance (25%) – financial information in the planning and management of business			
Human resources (25%) – human resource management and business performance			
Note: This is a revised course for implementation with Year 11 from 2011.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of:		Knowledge and understanding of course content	40
Section I - Multiple-choice	20		20
Section II – Short answer	40	Stimulus – based skills	
Section III – Extended Response	20		20
		Inquiry and Research	
Section IV – Business report			20
Extended response,	20	Communication of business information, ideas and issues	

Course: Economics	Course No: 15110		
2 units for each of Preliminary and HSC 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			
Preliminary Course <ul style="list-style-type: none">• Introduction to Economics – the nature of economics and the operation of an economy• Consumers and Business – the role of consumers and business in the economy• Markets – the role of markets, demand, supply and competition• Labour Markets – the workforce and role of labour in the economy• Financial Markets – the financial market in Australia including the share market• Government in the Economy – the role of government in the Australian economy.			
HSC Course <ul style="list-style-type: none">• The Global Economy – Features of the global economy and globalisation• Australia's Place in the Global Economy – Australia's trade and finance• Economic Issues – issues including economic growth, unemployment, inflation, distribution of Income and wealth, environmental management and external stability.• Economic Policies and Management – macro and micro economic policies to manage the Australian economy.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of:		Knowledge and understanding of course content	40
Section I - Multiple-choice	20		
Section II - Short answer	40	Stimulus – based skills	20
Section III – Stimulus based extended response	20	Inquiry and Research	20
Section IV - Extended response questions	20	Communication of business information, ideas and issues	20

Course: Geography		Course No: 15190	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description The Preliminary 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. The HSC 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.			
Preliminary Course Biophysical Interactions – how biophysical processes contribute to sustainable management. Global Challenges – geographical study of issues at a global scale. Senior Geography Project – a geographical study of student's own choosing.			
HSC Course Ecosystems at Risk – the functioning of ecosystems, their management and protection. Urban Places – study of cities and urban dynamics. People and Economic Activity – geographic study of economic activity in a local and global context.			
Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.			
Particular Course Requirements Students complete a senior geography project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of:		Knowledge and understanding of course content	40
Multiple-choice	20	Geographical tools and skills	20
Short answers	40	Geographical inquiry and research (including fieldwork)	20
Extended responses	40	Communication of geographical information, ideas and issues	20

Course: Legal Studies	Course No: 15220		
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil		
Course Description The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines 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. The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.			
Preliminary Course <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 – The 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> HSC Course <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 (25% of course time for each option) <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.</p> <p>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: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of:		Knowledge and understanding	40
		Analysis and Understanding	20
Multiple-choice – Core (Crime & Human Rights)	20	Inquiry and Research	20
	30	Communication of legal issues and ideas in appropriate forms.	20
Short answers choice – Core (Crime & Human Rights)			
Extended responses – 2 options	50		

Course: Society and Culture		Course No: 15350	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methods and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).			
Preliminary Course <ul style="list-style-type: none">• The Social and Cultural World – the interaction between aspects of society and cultures• Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings.• Intercultural Communication – how people in different cultures interact and communicate.			
HSC Course Core <ul style="list-style-type: none">• Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country• The Personal Interest Project – an individual research project. Depth Studies Two to be chosen from: <ul style="list-style-type: none">• Popular Culture – the interaction between popular culture, society and the individual• Beliefs Systems and Ideologies – the study of beliefs systems and ideologies to culture and identity• Social Inclusion and Exclusion – the study of the nature of social inclusion and exclusion and the implications for individuals and groups in societies and cultures• Social Conformity and Non Conformity – the focus is on the formation of, and influences of, attitudes and behaviours of groups and their members, including factors influencing conformity, and nonconformity.			
Particular Course Requirements Completion of Personal Interest Project.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination <i>Section I – Core</i> Objective response questions Short-answer questions	8 12	Knowledge and understanding of course content Application and evaluation of social and cultural research methodologies	50 30
<i>Section II – Depth Studies</i> Candidates answer two questions on separate Depth Studies, each of two parts (worth 5 & 15 marks)	40	Communication of information, ideas and issues in appropriate forms	20
Personal Interest Project (PIP)	40		
TOTAL	100		100

Course: Italian Beginners		Course No: 15790	
2 units for each of Preliminary and HSC Board Developed Course			
Prerequisites: Nil			
Exclusions: Italian Continuers; Italian Extension			
Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply .			
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 Italian. Topics studied through two interdependent perspectives, the <i>personal world</i> and the <i>Italian -speaking communities</i> , provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture. Students' skills in, and knowledge of, Italian 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 Italian-speaking communities through the study of a range of texts.			
Main Topics Covered: Family life, home and neighbourhood People, places and communities Education and work Friends, recreation and pastimes Holidays, travel and tourism Future plans and aspirations.			
Particular Course Requirements: Nil			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Oral examination:	20	Speaking	20
		Listening and responding	30
A three-hour written examination:		Reading and responding	30
Listening and responding	30	Writing in Italian	20
Reading and responding	30		
Writing in Italian	20		

Course: Japanese Beginners		Course No: 15820	
2 units for each of Preliminary and HSC Board Developed Course			
Prerequisites: NIL			
Exclusions: Japanese Continuers; Japanese Extension; Heritage Japanese; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.			
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 <i>personal world</i> and the <i>Japanese -speaking communities</i> , provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. 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.			
Main Topics Covered: Family life, home and neighbourhood People, places and communities Education and work Friends, recreation and pastimes Holidays, travel and tourism <ul style="list-style-type: none">• Future plans and aspirations.			
Particular Course Requirements: Nil			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 10-minute oral examination: Conversation	20	Speaking Listening and responding Reading and responding Writing in Japanese	20 30 30 20
A three-hour written examination: Listening and responding Reading and responding	30 30		
Writing in Japanese	20		

Course: Italian Continuers		Course No: 15800	
2 units for each of Preliminary and HSC Board Developed Course			
Prerequisites: Stage 5 Italian or equivalent knowledge is assumed			
Exclusions: Italian Beginners			
Course Description:			
The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.			
Prescribed Themes		Mandatory Topics	
The Individual		Personal identity Relationships <ul style="list-style-type: none">• Health and leisure• Education and future aspirations	
The Italian speaking communities		<ul style="list-style-type: none">• Lifestyle in Italy and abroad• The arts and entertainment• Youth and social issues	
The changing world		<ul style="list-style-type: none">▪ The world of work▪ Communication▪ Italian influence▪ Tourism and hospitality	
Students' language skills are developed through tasks such as: <ul style="list-style-type: none">▪ Conversation▪ Responding to an aural stimulus▪ Responding to a variety of written material▪ Writing for a variety of purposes▪ Studying the culture of Italian-speaking communities			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
External examination:		Speaking	25
Section I – Listening and Responding	25	Listening and responding	20
Short-answer and objective response questions		Reading and responding	40
Section II – Reading and Responding	25	Writing in Italian	15
Part A Two questions containing short answer and/or objective response parts			
Part B One extended response question	25		
Section III – Writing in [Language] One short-answer question Candidates answer one extended response alternative 5 10	15		
Oral examination	5		
	10		
	20		

Course: Mathematics Standard 2		Course No: 11236: Year 11 Mathematics Standard 15236 Year 12 Mathematics Standard 2.	
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course. Prerequisites: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis, Volume, some content from Equations, some content from Probability. Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course. Students who have followed the Mathematics Standard pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.			
Course Description: The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A). All students studying the Mathematics Standard 2 course will sit for an HSC examination. All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework. The study of Mathematics Standard 2 in Stage 6: <ul style="list-style-type: none">enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and preciselyprovides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needsprovides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studiesprovides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.			
Content: The Mathematics Standard Year 11 course comprises of four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are: Year 11 <ul style="list-style-type: none">Topic: Algebra<ul style="list-style-type: none">Formulae and Equations, Linear RelationshipsTopic: Measurement<ul style="list-style-type: none">Applications of Measurement, Working with TimeTopic: Financial Mathematics<ul style="list-style-type: none">Money MattersTopic: Statistical Analysis<ul style="list-style-type: none">Data Analysis, Relative Frequency and Probability Year 12 <ul style="list-style-type: none">Topic: Algebra<ul style="list-style-type: none">Types of RelationshipsTopic: Measurement<ul style="list-style-type: none">Non-right-angled Trigonometry, Rates and RatiosTopic: Financial Mathematics<ul style="list-style-type: none">Investments and Loans, AnnuitiesTopic: Statistical Analysis<ul style="list-style-type: none">Bivariate Data Analysis, The Normal DistributionTopic: Networks<ul style="list-style-type: none">Network Concepts, Critical Path Analysis			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
The examination will consist of a written paper worth 100 marks. A reference sheet will be provided by NESA. Nesa approved calculators, a pair of compasses and a protactor may be used. The paper will consist of two sections: Section I – Objective-respons questions Section II – Questions may contain parts. There will be 35 to 45 items. At least two items will be worth 4 to 5 marks.	15 85	Assignment task Research Task Topic Test Yearly Examination	15% 25% 30% 30%

Course: Mathematics Advanced		Course No: 11255 Year 11 Mathematics Advanced 15255 Year 12 Mathematics Advanced.	
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.			
Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' Theorem, Single variable data analysis and at least some of the content from the following substrands of Stage 5.3: <ul style="list-style-type: none">• Non-linear relationships• Properties of Geometrical Shapes.			
Exclusions: Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.			
Course Description: The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. All students studying the Mathematics Advanced course will sit for an HSC examination. The study of Mathematics Advanced in Stage 6: <ul style="list-style-type: none">• enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely• provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs• provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning• provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role• provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.			
Content: The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are: Year 11 <ul style="list-style-type: none">• Topic: Functions<ul style="list-style-type: none">◦ Working with Functions• Topic: Trigonometric Functions<ul style="list-style-type: none">◦ Trigonometry and Measure of Angles, Trigonometric Functions and Identities• Topic: Calculus<ul style="list-style-type: none">◦ Introduction to Differentiation• Topic: Exponential and Logarithmic Functions<ul style="list-style-type: none">◦ Logarithms and Exponentials• Topic: Statistical Analysis<ul style="list-style-type: none">◦ Probability and Discrete Probability Distributions Year 12 <ul style="list-style-type: none">• Topic: Functions<ul style="list-style-type: none">◦ Graphing Techniques• Topic: Trigonometric Functions<ul style="list-style-type: none">◦ Trigonometric Functions and Graphs• Topic: Calculus<ul style="list-style-type: none">◦ Differential Calculus, The Second Derivative, Integral Calculus• Topic: Financial Mathematics<ul style="list-style-type: none">◦ Modelling Financial Situations• Topic: Statistical Analysis<ul style="list-style-type: none">◦ Descriptive Statistics and Bivariate Data Analysis, Random Variables			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
To Be Advised as NESA has yet to finalise this paper		Assignment task	15%
		Research Task	25%
		Topic Test	30%
		Yearly Examination	30%

Course: Mathematics Extension 1		Course No: 11250 Year 11 Mathematics Extension 15250 Year 12 Mathematics Extension 1.	
1 unit Year 11 (Preliminary) Board Developed Course. 1 unit Year 12 (HSC) Board Developed Course. Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: <ul style="list-style-type: none">Polynomials, Logarithms, Functions and Other Graphs, Circle Geometry. Exclusions: Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 2 course.			
Course Description: The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course. All students studying the Mathematics Extension 1 course will sit for an HSC examination. The study of Mathematics Extension 1 in Stage 6: <ul style="list-style-type: none">enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and preciselyprovides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensivelyprovides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionalityprovides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary levelprovides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.			
Content: The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics and Subtopics are: Year 11 <ul style="list-style-type: none">Topic: Functions<ul style="list-style-type: none">Further Work with Functions, PolynomialsTopic: Trigonometric Functions<ul style="list-style-type: none">Inverse Trigonometric Functions, Further Trigonometric IdentitiesTopic: Calculus<ul style="list-style-type: none">Rates of ChangeTopic: Combinatorics<ul style="list-style-type: none">Working with Combinatorics Year 12 <ul style="list-style-type: none">Topic: Proof<ul style="list-style-type: none">Proof by Mathematical InductionTopic: Vectors<ul style="list-style-type: none">Introduction to VectorsTopic: Trigonometric Functions<ul style="list-style-type: none">Trigonometric EquationsTopic: Calculus<ul style="list-style-type: none">Further Calculus Skills, Applications of CalculusTopic: Statistical Analysis<ul style="list-style-type: none">The Binomial Distribution			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
To Be Advised as NESA has yet to finalise this paper		Assignment task Research Task Topic Test Yearly Examination	15% 25% 30% 30%

Course: Mathematics Extension 2		Course No: 15260 Year 12 Mathematics Extension 2	
1 unit Year 12 (HSC) Board Developed Course			
Prerequisites: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.			
Exclusions: Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.			
Course Description: The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum. All students studying the Mathematics Extension 2 course will sit for an HSC examination. The study of Mathematics Extension 2 in Stage 6: <ul style="list-style-type: none">enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and preciselyprovides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and explorationprovides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contextsprovides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary levelprovides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.			
Content: The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are: Year 12 <ul style="list-style-type: none">Topic: ProofThe Nature of Proof<ul style="list-style-type: none">Further Proof by Mathematical InductionTopic: Vectors<ul style="list-style-type: none">Further Work with VectorsTopic: Complex Numbers<ul style="list-style-type: none">Introduction to Complex NumbersUsing Complex NumbersTopic: Calculus<ul style="list-style-type: none">Further IntegrationTopic: Mechanics<ul style="list-style-type: none">Applications of Calculus to Mechanics			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
To Be Advised as NESA has yet to finalise this paper		Assignment task	15%
		Research Task	25%
		Topic Test	30%
		Yearly Examination	30%

Course: Personal Development, Health and Physical Education		Course No: 15320	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices. In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.			
Preliminary Course Core Topics (60%) <ul style="list-style-type: none">• Better Health for Individuals• The Body in Motion Optional Component (40%) Students select two of the following options: <ul style="list-style-type: none">• First Aid• Composition and Performance• Fitness Choices• Outdoor Recreation		HSC Course Core Topics (60%) <ul style="list-style-type: none">• Health Priorities in Australia• Factors Affecting Performance Optional Component (40%) Students select two of the following options: <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	
Particular Course Requirements In addition to core studies, students select two options in each of the Preliminary and HSC courses.			
Assessment: HSC 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		

Course: Community and Family Studies		Course No: 15060	
2 units for each of Preliminary and HSC 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.			
Preliminary Course 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).		HSC Course 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). HSC Option Modules Select one of the following (approximately 25% of course time): Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan. Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments.	
Particular Course Requirements Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written paper		Core	75
Part A – multiple choice	20	Options	25
Part B – short answer and extended response related to core	55		
Part C – short answer and extended response related to one options studied	25		

Course: Biology		Course No: 11030 Year 11 Biology 15030 Year 12 Biology	
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course. Exclusions: Nil			
Course Description: 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. 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.			
Content: Year 11 The Year 11 course consists of four modules. <ul style="list-style-type: none">• Module 1 Cells as the Basis of Life• Module 2 Organisation of Living Things• Module 3 Biological Diversity• Module 4 Ecosystem Dynamics Year 12 The Year 12 course consists of four modules. <ul style="list-style-type: none">• Module 5 Heredity• Module 6 Genetic Change• Module 7 Infectious Disease• Module 8 Non-infectious Disease and Disorders			
Course Requirements: Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. Fieldwork is also mandated in Year 11 and is an integral part of the learning process.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of: SECTION I Objective-response questions	20	Skills in working scientifically	60
SECTION II Questions may contain parts. There will be 20 to 25 items.	80	Knowledge and understanding of course content	40

Course: Chemistry	Course No: 11050 Year 11 Chemistry 15050 Year 12 Chemistry		
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course. Exclusions: Nil			
Course Description: 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. 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			
Content: Year 11 The Year 11 course consists of four modules. <ul style="list-style-type: none">• Module 1 Properties and Structure of Matter• Module 2 Introduction to Quantitative Chemistry• Module 3 Reactive Chemistry• Module 4 Drivers of Reactions Year 12 The Year 12 course consists of four modules. <ul style="list-style-type: none">• Module 5 Equilibrium and Acid Reactions• Module 6 Acid/base Reactions• Module 7 Organic Chemistry• Module 8 Applying Chemical Ideas			
Course Requirements: Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of: SECTION I Objective-response questions	20	Skills in working scientifically	60
SECTION II Questions may contain parts. There will be 20 to 25 items.	80	Knowledge and understanding of course content	40

Course: Earth and Environmental Science		Course No: 11100 Year 11 Earth and Environmental Science 15100 Year 11 Earth and Environmental Science.	
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course. Exclusions: Nil			
Course Description: 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. 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.			
Content: Year 11 The Year 11 course consists of four modules. <ul style="list-style-type: none">• Module 1 Earth’s Resources• Module 2 Plate Tectonics• Module 3 Energy Transformations• Module 4 Human Impacts Year 12 The Year 12 course consists of four modules. <ul style="list-style-type: none">• Module 5 Earth’s Processes• Module 6 Hazards• Module 7 Climate Science• Module 8 Resource Management			
Course Requirements: Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific Concepts: A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of: SECTION I Objective-response questions	20	Skills in working scientifically	60
SECTION II Questions may contain parts. There will be 20 to 25 items.	80	Knowledge and understanding of course content	40

Course: Investigating Science		Course No: 11215 Year 11 Investigating Science 15215 Year 12 Investigating Science.	
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course. Exclusions: Nil Note: 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: 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. 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.			
Content: Year 11 The Year 11 course consists of four modules. <ul style="list-style-type: none">Module 1 Cause and Effect – ObservingModule 2 Cause and Effect – Inferences and GeneralisationsModule 3 Scientific ModelsModule 4 Theories and Laws Year 12 The Year 12 course consists of four modules. <ul style="list-style-type: none">Module 5 Scientific InvestigationsModule 6 TechnologiesModule 7 Fact or Fallacy?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: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of: SECTION I Objective-response questions SECTION II Questions may contain parts. There will be 20 to 25 items.	20	Skills in working scientifically	60
	80	Knowledge and understanding of course content	40

Course: Physics		Course No: 11310 Year 11 Physics 15330 Year 12 Physics.	
2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course. Exclusions: Nil			
Course Description: 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. 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.			
Content: Year 11 The Year 11 course consists of four modules. <ul style="list-style-type: none">• Module 1 Kinematics• Module 2 Dynamics• Module 3 Waves and Thermodynamics• Module 4 Electricity and Magnetism Year 12 The Year 12 course consists of four modules. <ul style="list-style-type: none">• Module 5 Advanced Mechanics• Module 6 Electromagnetism• Module 7 The Nature of Light• Module 8 From the Universe to the Atom			
Course Requirements: Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of: SECTION I Objective-response questions	20	Skills in working scientifically	60
SECTION II Questions may contain parts. There will be 20 to 25 items.	80	Knowledge and understanding of course content	40

Course: Year 12 Science Extension		Course No: 15345 Year 12 Science Extension.	
1 unit for Year 12 (HSC). Board Developed Course. Exclusions: Nil Note: Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.			
Course Description: Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.			
Content: Year 12 The Year 12 course consists of four modules. <ul style="list-style-type: none">• Module 1 The Foundations of Scientific Thinking• Module 2 The Scientific Research Proposal• Module 3 The Data, Evidence and Decisions• Module 4 The Scientific Research Report			
Course Requirements: Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11. Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12. Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio. The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols. All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Draft examination specifications			
Section I (15 marks) Development of scientific knowledge and scientific methods of inquiry.	30	Communicating scientifically	30
		Gathering, recording, analysing and evaluating data.	30
Section II (35 marks) Student experiences and learnings from undertaking the Scientific Research Report	70	Application of scientific research skills	40

Course: Design and Technology	Course No: 15080		
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil		
Course Description The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and include evidence of the design process recorded in a design folio. The design folio can take a variety of different forms. The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.			
Main Topics Covered Preliminary Course Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques. HSC Course Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.			
Particular Course Requirements In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media. In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
The examination will consist of a written paper worth 40 marks and a Major Design Project worth 60 marks. Written Paper (40 marks) Section I – Objective response questions Section II – Short-answer questions Section III – One extended response question	10 15 15	Knowledge and Understanding of course content Knowledge and skills in designing, managing, producing and evaluating a major design project.	40 60
Major Design Project (60 marks) The Major Design Project consists of an individual product, system or environment, and a folio. The folio documents the proposal, the project management, the development and realisation, and the project evaluation.	60		

NB **Additional curriculum fees are charged to cover basic costs in this subject**
Students are responsible for the purchase of all materials for practical project work.

Course: Food Technology		Course No: 15180	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas. The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.			
Main Topics Covered Preliminary Course <ul style="list-style-type: none">• Food Availability and Selection• Food Quality• Nutrition HSC Course <ul style="list-style-type: none">• Involves the study of The Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition.			
Particular Course Requirements There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
The examination will consist of four sections.		Knowledge and understanding of course content	40
Section I: Objective response	20	Knowledge and skills in designimng, researching, analyzing and evaluating	30
Section II: approximately 6 short-answer questions.	50		
Section III: One structures extended response	15		
Section IV: One extended response	15	Skills in experimenting with and preparing food by applying theoretical concepts.	30

Course: Industrial Technology		Course No: 15200	
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses			
Course Description Industrial Technology at Stage 6 will develop a student’s knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies ; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies ; Timber Products and Furniture Technologies .			
Main Topics Covered Preliminary Course The following sections are taught in relation to the relevant focus area: • Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%) • Design – elements and principles, types of design, quality, influences affecting design (10%) • Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%) • Production – display a range of skills through the construction of a number of projects (40%) • Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%) HSC Course The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry: • Industry Study (15%) • Major Project (60%) – Design, Management and Communication – Production • Industry Related Manufacturing Technology (25%)			
Particular Course Requirements In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 1½-hour written examination (40 marks)		Knowledge and understanding of course content	40
Section I: Objective response	10	Knowledge and skills in the design, management, communication and production of a major project.	60
Section II: Short-answer	15		
Section III: structured extended response	15		
Major Project and related management folio	60		

NB Additional curriculum fees are charged to cover basic costs in this subject
Students are responsible for the purchase of all materials for practical project work.

Course: Information Processes and Technology	Course No: 15210		
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Computing Applications CEC	
Course Description Information Processes and Technology is the study of information-based 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.			
Main Topics Covered Preliminary Course Introduction to Information Skills and Processes (20%) Tools for Information Processes (50%) Developing Information Systems (30%) HSC Course Project Management (20%) Information Systems and Databases (20%) Communication Systems (20%) Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Transport Systems; Automated Manufacturing Systems; Multimedia Systems.			
Particular Course Requirements There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 3-hour written examination (40 marks)			
Section I: Core - Objective response	20	Knowledge and understanding of course content	60
Section II: Core - Short-answer	40	Knowledge and skills in the design and development of information systems	40
Section III: Options – two extended responses on the options studied	40		

NB Additional curriculum fees are charged to cover basic costs in this subject

Course: Software Design and Development		Course No: 15360	
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Computing Applications CEC	
Course Description The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.			
A 3-hour written examination (40 marks)			
Section I: Core - Objective response	20	Knowledge and understanding of course content	50
Section II: Core - Short-answer	60	Knowledge and skills in the design and development of software solutions	50
Section III: Options – two extended responses on the options studied	20		
Particular Course Requirements There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course. It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.			

Course: Textiles and Design	Course No: 15390		
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil		
Course Description The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student’s creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for end use. The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.			
Main Topics Covered Preliminary Course <ul style="list-style-type: none">• Design (40%)• Properties and Performance of Textiles (50%)• The Australian Textiles, Clothing, Footwear and Allied Industries (10%). HSC Course <ul style="list-style-type: none">• Design (20%)• Properties and Performance of Textiles (20%)• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)• Major Textiles Project (50%).			
Particular Course Requirements In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information. In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 1½-hour written examination (50 marks)			
Section I: Objective response	10	Knowledge and understanding of course content	50
Section II: 3 Short-answers	24	Knowledge and skills in the design, manufacture and management of a major textiles project.	50
Section III: two questions:			
One based on Area of Study: Design	8		
One based on Area of Study: Properties and Performance textiles	8		
Major Project and related management folio	50		

NB Additional curriculum fees are charged to cover basic costs in this subject
Students are responsible for the purchase of all materials for practical project work.

Course: Life Skills	Course No:
2 Units for each of Preliminary and HSC Board Developed Course	
Eligibility: Students accessing a Special Program of study in Stage 6 will need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5. Further, participation in a Special Program of Study will be based upon an individual transition – planning process which will occur for both Preliminary and HSC years.	
Course Structure: <ul style="list-style-type: none"> ▪ Each course has six modules which focus on generalising knowledge, understanding, skills, values and attitudes across a range of post - school environments. ▪ The choice of outcomes and content from the modules within each course will reflect the needs of the individual students. <p>The NESA has developed Life Skills Courses for Stage 6 in the following areas of learning:</p> <ul style="list-style-type: none"> • English Life Skills • Mathematics Life Skills • Personal Development, Health and Physical Education Life Skills • Citizenship and Society Life Skills • Creative Arts Life Skills • Science Life Skills • Technological and Applied Studies Life Skills • Work and Community Life Skills 	
Assessment <p>This is an outcomes based course. All assessment is internal with no requirement for an external examination.</p> <ul style="list-style-type: none"> ▪ Students will receive a Profile of Student's Achievement which is a report completed by the school on the student's individual achievements. The Profile lists the outcomes for each Life Skills Course. As a student demonstrates that they have achieved learning outcomes, the relevant section of the Profile is signed and dated by the relevant school teacher. This is then verified by the School Principal before the student leaves school. 	

**Vocational Education
and Training (VET)
CATEGORY B COURSES
Stage 6**

**Preliminary Course 2018
HSC Course 2019**

Business Services (240 indicative hours)

Board Developed Course	A total of 4 units of credit – Preliminary and/or HSC
Minimum mandatory work placement – 70 hours	Category B status for the Australian Tertiary Admission Rank (ATAR)
Exclusions with other Board Developed Courses – nil	
Course Description <p>This course provides students with the opportunity to obtain national vocational qualifications for employment in the business services industry. Students will be able to gain skills in office administration, business communication, safe and environmentally sustainable work practices and the use of technology in an office environment. Skills gained in this industry transfer to other industries. Occupations in the business services industry include sales clerk/officer, secretary/personal assistant, receptionist, payroll clerk/officer and office manager/owner of a small business.</p>	
AQF VET Qualification(s) <p>Depending on the selection and achievement of units of competency the possible qualification outcomes are:</p> <ul style="list-style-type: none">• Certificate II in Business• Statement of Attainment towards Certificate III in Business <p>Summaries of the employability skills developed through these qualifications can be downloaded from: http://employabilityskills.training.com.au</p>	
Units of Competency	
Compulsory	Elective – minimum 95 HSC indicative hours
<i>Unit code</i>	<i>Unit title</i>
BSBCMM201A	Communicate in the workplace
BSBCUS201B	Deliver a service to customers
BSBIND201A	Work effectively in a business environment
BSBINM201A	Process and maintain workplace information
BSBOHS201A	Participate in OHS processes
BSBSUS201A	Participate in environmentally sustainable work practices
BSBWOR202A	Organise and complete daily work activities
BSBWOR203B	Work effectively with others
BSBWOR204A	Use business technology
Recognition of Prior Learning <p>Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.</p>	
Students with Special Education Needs <p>Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.</p>	
Assessment and Course Completion	
Competency-based Assessment <p>Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.</p>	
Optional HSC examination <p>Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.</p>	
N Determinations <p>Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.</p>	
Appeals <p>Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.</p>	
School-based Traineeship <p>A school-based traineeship is available. For more information: www.sbatinnsw.info</p>	
More Information <p>For more information on this course: www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html</p>	

Construction Pathways (240 indicative hours)

Board Developed Course		A total of 4 units of credit – Preliminary and/or HSC	
Minimum mandatory work placement – 70 hours		Category B status for the Australian Tertiary Admission Rank (ATAR)	
Exclusions with other Board Developed Courses – nil			
Course Description			
This provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, tiler, concreter, painter and decorator and wall or floor tiler.			
AQF VET Qualification(s)			
Depending on the selection and achievement of units of competency the possible qualification outcomes are:			
<ul style="list-style-type: none">• Certificate II			
Summaries of the employability skills developed through these qualifications can be downloaded from:			
http://employabilityskills.training.com.au			
Units of Competency (CPC08v9)			
Mandatory		Elective – minimum 110 HSC indicative hours	
<i>Unit code</i>	<i>Unit title</i>		
CPCCCM1012A	Work effectively and sustainably in the construction industry		
CPCCCM1013A	Plan and organise work		
CPCCCM1014A	Conduct workplace communication		
CPCCCM1005A	Carry out measurements and calculations		
CPCCCM2001A	Read and interpret plans and specifications		
CPCCOHS1001A	Work safely in the construction industry		
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry		
Recognition of Prior Learning			
Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.			
Students with Special Education Needs			
Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.			
Assessment and Course Completion			
Competency-based Assessment			
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.			
Optional HSC examination			
Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.			
N Determinations			
Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.			
Appeals			
Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.			
School-based Apprenticeship/Traineeship			
A school-based apprenticeship/traineeship is available. For more information: www.sbatinnsw.info			
More Information			
For more information on this course: www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html			

Hospitality (240 indicative hours)

Board Developed Course		A total of 4 units of credit – Preliminary and/or HSC	
Minimum mandatory work placement – 70 hours		Category B status for the Australian Tertiary Admission Rank (ATAR)	
Exclusions with other Board Developed Courses – nil			
Course Description This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in accommodation services, commercial cookery or food and beverage service. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner.			
AQF VET Qualification(s) Depending on the selection and achievement of units of competency the possible qualification outcomes are: <ul style="list-style-type: none">• Statement of Attainment towards Certificate II• Certificate II• Statement of Attainment towards Certificate III Summaries of the employability skills developed through these qualifications can be downloaded from: http://employabilityskills.training.com.au			
Units of Competency (SIT2V2)		Stream Commercial Cookery / Kitchen Operations	
Compulsory		Elective – 80 HSC indicative hours	
<i>Unit code</i>	<i>Unit title</i>		
BSBWOR203B	Work effectively with others.		
SITXFSA101	Use hygiene practices for food safety.		
SITWHS101	Participate in safe work practices.		
SITHIND201	Source and use information on the hospitality industry.		
Recognition of Prior Learning Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.			
Students with Special Education Needs Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.			
Assessment and Course Completion			
Competency-based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.			
Optional HSC examination Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.			
N Determinations Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.			
Appeals Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.			
School-based Apprenticeship/Traineeship A school-based apprenticeship/traineeship is available. For more information: www.sbatinnsw.info			
More Information For more information on this course: www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitalityv.html			

Information and Digital Technology (240 indicative hours)

Board Developed Course		A total of 4 units of credit – Preliminary and/or HSC																
Minimum mandatory work placement – 70 hours		Category B status for the Australian Tertiary Admission Rank																
Exclusions with other Board Developed Courses – nil																		
Course Description This course provides students with the opportunity to obtain national vocational qualifications for employment in the information and communications technology industry. Students will be able to develop knowledge and skills to enable them to be an effective ICT user and/or employer. Skills acquired in this course are transferable to other industries. Specialised occupations in ICT include technical support officer, desktop publisher, computer programmer, software designer/developer, website developer and systems analyst.																		
AQF VET Qualification(s) Depending on the selection and achievement of units of competency the possible qualification outcomes are: Certificate II in Information Technology Statement of Attainment towards Certificate III in Information Technology Summaries of the employability skills developed through these qualifications can be downloaded from: http://employabilityskills.training.com.au																		
Units of Competency Compulsory <table><tr><th>Unit code</th><th>Unit title</th></tr><tr><td>BSBWHS30A4A</td><td>Participate effectively in WHS communication and consultation process.</td></tr><tr><td>ICAICT202A</td><td>Work and communicate effectively in an IT environment.</td></tr><tr><td>ICAICT302A</td><td>Install & optimize operating system software.</td></tr><tr><td>ICASAS301A</td><td>Run standard diagnostic tests</td></tr><tr><td>ICAIT203A</td><td>Operate application software packages.</td></tr><tr><td>ICAICT308A</td><td>Use advanced features of computer applications.</td></tr><tr><td>ICAWEB302A</td><td>Build simple websites using commercial programs.</td></tr></table>		Unit code	Unit title	BSBWHS30A4A	Participate effectively in WHS communication and consultation process.	ICAICT202A	Work and communicate effectively in an IT environment.	ICAICT302A	Install & optimize operating system software.	ICASAS301A	Run standard diagnostic tests	ICAIT203A	Operate application software packages.	ICAICT308A	Use advanced features of computer applications.	ICAWEB302A	Build simple websites using commercial programs.	Elective – minimum 80 HSC indicative hours
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Recognition of Prior Learning Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.																		
Students with Special Education Needs Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.																		
Assessment and Course Completion Competency-based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Optional HSC examination Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification. N Determinations Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification. Appeals Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.																		
School-based Traineeship A school-based traineeship is available. For more information: www.sbatinnsw.info																		
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1 Unit Courses Offered in the Stage 6, Preliminary Course 2019 only.

- These courses are a one year course and terminate at the conclusion of the Preliminary course.
- These courses can be taken separately or in conjunction with Extension English or Extension Mathematics.

Sport, Lifestyle and Recreation Studies

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.

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.

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

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.

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.

UNDERSTANDING HSC RESULTS

Achieving the HSC is different to getting a driver's licence or an ATAR. A student does not receive a simple 'pass' or 'fail', nor do they get a single rank or mark for all courses. The HSC results are a detailed package showing each student the level of knowledge and skills that they achieved in each course.

The marks and corresponding performance bands reported for each course are outlined below.

View [samples of the award documents students receive](#).

How the HSC mark is calculated

The HSC mark is a 50:50 combination of a student's examination mark and school-based assessment mark for each course.

Watch the video below to find out how school assessment marks are moderated to make them fair.

Assessment mark

School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for their courses. This may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark for every student in every course. NESA puts the marks through a [process of moderation](#) to allow a fair comparison of marks in each course across different schools.

Examination mark

The examination mark for each course shows the student's performance in the HSC examination for that course, which was set and marked by NESA. The examination consists of a written paper and, for some courses, speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

A unique part of the standards approach is a special procedure called 'judging'. Judging means a student's raw exam marks can be matched to the standards and the reporting scale used by NESA. It means a student is rewarded for their performance with the mark they deserve, no matter how many other people performed at a similar, higher, or lower level.

Performance band

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The [performance bands](#) and descriptions give meaning to the HSC mark. For a 2 unit course, Band 6 indicates the highest level of performance and the minimum standard expected is 50.

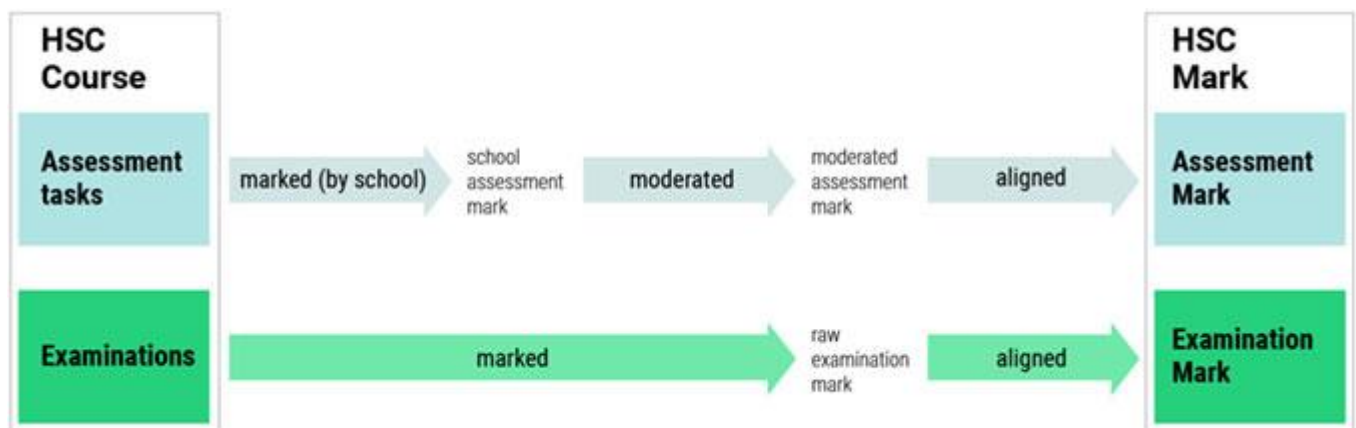
- Band 6 = 90 - 100 marks
- Band 5 = 80 - 89 marks
- Band 4 = 70 - 79 marks
- Band 3 = 60 - 69 marks
- Band 2 = 50 - 59 marks
- Band 1 = 0 - 49 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1.

Determining HSC results

HSC achievement is assessed and reported against set standards of achievement ensuring students are rewarded for their performance with the mark they deserve, no matter how many other students performed at a similar, higher, or lower level.

Understand [how HSC results are determined](#) in line with these achievement standards for each course a student studies.



Frequently Asked Questions

Is it possible to compare marks between courses?

No. Comparisons between courses are not valid. However, English Advanced and English Standard are reported on a common scale, so marks in English can be directly compared.

Is it possible to compare HSC marks between schools?

Yes. It is possible to compare marks between students doing the same Board Developed Course. The same examination is undertaken by every student enrolled in a Board Developed Course and the same [moderation process](#) is applied to each school's assessment marks.

What happens when part of my exam paper isn't marked?

In the rare instances when part of a student's examination cannot be marked for any reason, the NESA's usual procedure is to estimate a mark for the affected portion of the examination, based on the best available evidence.

What does 'satisfactory completion' mean?

To satisfactorily complete a course, a student must:

- follow the course developed or endorsed by NESA
- apply themselves with diligence and sustained effort
- achieve some or all of the course outcomes.

Satisfactory completion can be judged by attendance, level of involvement in class, assignments and tasks completed, and level of achievement. Failure to meet one or more of these requirements may lead to an 'N' or 'Non-completion' determination. An 'N' determination for a course may make a student ineligible for the HSC.

What are Life Skills?

Life Skills courses have been developed for the small percentage of students with special education needs for whom the regular outcomes and content are not appropriate, in particular those with an intellectual disability. Life Skills courses are reported on the Record of Achievement and outcomes achieved are shown on a Profile of Student Achievement.

Australian Tertiary Admission Rank (ATAR)

The HSC results are used by the [Universities Admissions Centre \(UAC\)](#) to calculate a rank order of students known as the Australian Tertiary Admission Rank (ATAR). The ATAR is not a mark, nor is it a summary of the HSC. It is a ranking system used to allocate university placements.

UAC releases the ATAR the day after NESA releases the HSC results. UAC calculates the university admission ranks each year using students':

- moderated assessment marks (before alignment with the standards), and
- total exam marks (before alignment with the standards).

HSC students may indicate that they wish to have an ATAR calculated. However, calculation of an ATAR is optional. For example, many students who do not wish to gain entry to university the following year do not request calculation of an ATAR. To be eligible for an ATAR, students must satisfactorily complete at least 10 units of certain Board Developed Courses for which formal examinations are conducted by NESA. Visit the [UAC website](#) for further information.

ATARs will be released by UAC in mid December of each year.

Students who have queries about their ATAR can call UAC on 1300 MY ATAR (1300 692 827) or (02) 9119 5012 from mobiles for approximately one week after the ATAR is released.

HSC credentials

See below samples of the Higher School Certificate (Year 12) credentials issued to eligible students upon completing their HSC.

The [HSC testamur is delivered](#) by post in January. Students are able to download their credentials via their Students Online account.

1. Higher School Certificate testamur



This shows that a student is eligible for the Higher School Certificate. It includes the student's name, school and date of the award.

2. Higher School Certificate Record of Achievement

HIGHER SCHOOL CERTIFICATE
Record of Achievement

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

STAGE 6 HSC COURSES

Year	Course	Examination Mark	Assessment Mark	HSC Performance Mark	Band
2016	Ancient History (2 unit)	100	95/100	95	5
	English (Advanced) (2 unit)	83/100	84/100	84	5
	English Extension 1 (1 unit)	7/70	75/90	46	5.4
	History Extension 1 (1 unit)	46/50	45/50	47	5.4
	Latin Continuers (2 unit)	10/100	85/100	84	5
	Mathematics (2 unit)	87/100	81/100	81	5
2015	Modern History (2 unit)	95/100	93/100	94	6
	Studies of Religion 1 (1 unit)	45/50	45/50	44	5

STAGE 6 PRELIMINARY COURSES

Year	Course	Result
2015	Ancient History (2 unit)	B
	English (Advanced) (2 unit)	5
	English Extension 1 (1 unit)	A
	Latin Continuers (2 unit)	A
	Mathematics (2 unit)	A
	Modern History (2 unit)	A
	Studies of Religion 1 (1 unit)	A

HIGHER SCHOOL CERTIFICATE
Record of Achievement

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

STAGE 5 COURSES

Year	Course	Result
2014	English (200)	A
	Mathematics (200)	B
	Science (200)	B
	Australian Geography (100)	B
	Australian History (100)	A
	French (200)	A
	Latin (200)	A
	Personal Development, Health and P.E. (100)	B
	Christian Studies (100)	A
Years 7 to 10 Mandatory Curriculum Requirements	English	Completed
	Mathematics	Completed
	Science	Completed
	Human, Social and its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

The Higher School Certificate (HSC) Record of Achievement (RoA) includes students' Year 12 HSC (Stage 6) results, Year 11 (Preliminary Stage 6) grades and, if applicable, Year 10 (Stage 5) grades. Results for each Stage appear on separate pages.

This provides formal recognition of students' senior secondary school achievements.

- **Assessment mark:** School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course. NESA puts the marks through a process of [moderation](#) to allow a fair comparison of marks in each course across different schools.
- **Examination mark:** The examination mark for each course shows the student's performance in NESA's HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.
- **HSC mark:** The HSC mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.
- **Performance band:** A student's HSC mark for each course will fall within one of six performance bands, where the highest achievement is Band 6 (90–100 marks) and where the minimum standard expected is 50 marks. A performance band of E1–E4 is shown for Extension courses. Each performance band is aligned to what a student at that level of performance typically knows, understands and can do.
- **Stage 6 Preliminary grades:** Schools using the Common Grade Scale for Preliminary courses award A–E grades for Stage 6 Preliminary courses (other than Life Skills and Vocational Educational and Training (VET) courses).
- **Stage 5 grades:** Schools using the Common Grade Scale and course performance descriptors award A–E grades for Stage 5 courses (other than Life Skills and Vocational Education and Training (VET) courses). The HSC does not report a single, overall score.

3. Life Skills Profile of Student Achievement



Where students satisfactorily complete a Life Skills course, the course is listed on the Record of Achievement with the annotation '*Refer to Profile of Student Achievement*'. The Profile of Student Achievement provides details of the specific [Life Skills syllabus outcomes](#) achieved.

See [sample VET qualification documents](#).