



# **Greystanes High School**

## **Senior Subject Selection Handbook**

**Preliminary HSC - 2026  
Higher School Certificate - 2027**

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- ♦ **The information in the Senior Subject Selection Handbook is reflective of those courses available. Student interest will determine whether a course will be offered and the lines in which they are offered.**
- ♦ **Students** will then **complete a final subject selection form** and will be interviewed by the Careers Adviser and / or Transition Adviser to determine the suitability of their course of study.
- ♦ Your choice **DOES NOT** guarantee placement into the selected courses.
- ♦ Students following the Life Skills HSC program will be provided support and advice separately.

Note: Information provided in this booklet is accurate at time of publication. It may be varied at the discretion of the Principal.

# Principals Message

At this point of your education, you stand at a crossroad. It is at this time that you must make a decision as to the direction you will take upon your successful completion of the Year 10 Record of School Achievement (RoSA) at the end of this year. You are presented with 3 alternatives;

- ♦ Work full time— minimum 25 hours per week (Educational component).
- ♦ Continue further study at TAFE or a private college.
- ♦ Complete the Preliminary and Higher School Certificate.

Continuing on to successfully complete the Higher School Certificate provides you with an internationally recognised qualification that can open many doors both here in Australia and overseas, including pathways to work, apprenticeships and traineeships, further study at TAFE and private colleges, as well as university.

In electing to complete the Higher school Certificate, your challenge is to achieve at the end of Year 12, a HSC result that reflects your personal best and provides you with choices as you move into the next chapter of your life. Important ingredients in a successful HSC campaign include;

- ♦ Establishing clear goals.
- ♦ Attending school everyday.
- ♦ A commitment of time, energy and perseverance to produce quality work.
- ♦ Balance between school, sport, friends and family.
- ♦ Developing productive working partnerships with you teachers.
- ♦ Effective time management in the completion of class and assessment tasks.

To satisfactorily complete the requirements for each HSC course, the NSW Education Standards Authority (NESA) requires you to;

- ♦ Apply yourself to your studies to the best of your abilities with diligence and sustained effort.
- ♦ Complete all written assignments, speaking tasks, practical work and tests demonstrating the achievement of outcomes.
- ♦ Perform tasks required for the assessment program in each course in a serious manner.

An essential ingredient for success in the Higher School Certificate is making suitable and appropriate subject choices. For this reason, it is important that you are familiar with the contents of this book and that you take the opportunity to speak with your teachers to ensure that you are clear of the content and assessment requirements for the subjects you are choosing. Your performance in each assessment task will directly contribute to your final assessment mark in each subject. Importantly, the quality and timely completion of classwork and homework are indicators used by a teacher to determine if you have demonstrated the achievement of course outcomes. Failure to familiarise yourself with the Preliminary and HSC requirements cannot be presented as an excuse.

Early in Term 3 you will attend the **Senior School Enrolment Interview Day**.

- ♦ Present your Curriculum Vitae.
- ♦ Outline your reasons for wishing to complete the HSC.
- ♦ Discuss what you are able to offer the school as a senior student.
- ♦ Discuss your subject choices for the Higher School Certificate.

At whatever stage you transition into the workforce, you need to recognise that it is a competition to find a job. To be ahead of your competition and be successful, you need to be able to present yourself in a

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(Continued from page 3)

professional manner, communicate clearly and provide clear evidence of your personal qualities and attributes that make you the most suitable candidate. The individual interview is an opportunity to develop and practice these skills. The interview is also an opportunity for you to reflect on where you are at, where you are going and what you need to do to get there. I trust that you take advantage of the preparation provided in your English class and approach the interview with vigour.


As a school we are committed to supporting you in your HSC endeavours and developing those skills that are essential as you leave school and take your place in the community. Support for senior students include;

- ◆ Year 11 Induction Program
- ◆ All My Own Work
- ◆ Life Ready
- ◆ HSC Success Program
- ◆ HSC Mentoring Program
- ◆ Counsellor (available everyday )
- ◆ Transition Adviser
- ◆ Careers Adviser
- ◆ The Learning Centre

Just remember '**those who work hard, get lucky**'. I wish you every success in your endeavours.



Grant Sparke  
Principal



We empower our learning  
community to thrive,  
Strive and succeed.

# Information about the HSC

## The Preliminary HSC and HSC

- ◆ The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals
- ◆ The Higher School Certificate includes:
  - Board “Developed or Endorsed” Courses
  - 2 unit courses
  - 1 unit courses
- ◆ Extension courses (including undergraduate university courses) which enable students to undertake more in-depth study in areas of special interest.
- ◆ Vocational Education and Training courses which count towards the HSC and lead to qualifications recognised across a range of industries and TAFE.
- ◆ The HSC will include Life Skills courses for students with special education needs.
- ◆ The HSC will fairly assess each student’s knowledge and skills.
- ◆ If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.
- ◆ For each course you will receive easy-to-understand reports which contain much more information. These reports provide clear indications of what you have demonstrated as knowledge, understanding and ability to use processes in each course.
- ◆ The satisfactory completion of the Preliminary HSC leads to the achievement of Record of School Achievement (RoSA) which is a requirement to be eligible to undertake the HSC Course in Year 12.

## Disability Provisions

### Year 11

Disability provisions in the Preliminary HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an assessment or exam room. The provisions granted are solely determined by how the student’s examination performance is or will be affected. It is not embarrassing to apply for provisions, and more than 7000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do. If you feel like you need disability provisions for your examinations and/or assessments throughout Year 11, or would like more information about what types of provisions could be available to you, please see your Year Advisor or Head Teacher Learning Support.

## What type of courses can I select?

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

### Board Developed Courses

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

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

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

### Board Endorsed Courses

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

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

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

## Vocational Education and Training (VET) Courses – either Board Developed or Board Endorsed

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

Further information about VET courses appears in the section listing the HSC Courses available.



Australian Government

Australian Skills Quality Authority

## Life Skills Courses as part of a Special Program of Study

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

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

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

NESA expects that most students would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

NESA has developed 2 Unit Life Skills Courses for Stage 6 in:

English Life Skills  
Mathematics Life Skills  
PDHPE Life Skills  
Citizenship & Society Life Skills

Science Life Skills  
Creative Arts Life Skills  
TAS Life Skills  
Work & Community Life Skills

## What are units?

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

Each unit involves class time of approximately 2 hours per week or approximately 3 x 40 periods per week, (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

**2 units = 4 hours per week or approximately  
6 x 40 periods per week, (120 hours per year)  
= 100 marks**

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

### 2 Unit Course

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

### Extension Course

Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.

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

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

### 1 Unit Course

1 unit equals approximately 2 hours of class time each week or 60 hours per year.

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

## Sport

Students must do Sport during their Preliminary HSC year as it is a mandatory requirement. During Year 12 students may continue Sport or undertake private study at home provided they have satisfied the mandatory Sport hours in Year 11.



## Requirements for the award of the HSC

If you wish to be awarded the HSC:

- ◆ You must have satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- ◆ You must sit for and make a serious attempt at the Higher School Certificate examinations.
- ◆ You must study a minimum of 12 units in the Preliminary course achieving a Record of School Achievement (RoSA) and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
  - at least 10 units from Board Developed Courses
  - 2 units of English
  - at least three courses of 2 units value or greater
  - at least four subjects
- ◆ At most, 6 units of courses in Science can contribute to Higher School Certificate eligibility.
- ◆ Meet the HSC minimum standards of literacy and numeracy within five years of starting the HSC course. (see next page for more information on the HSC minimum standards).
- ◆ The NSW Education Standards Authority (NESA) publication, *Studying for the New South Wales Higher School Certificate – an Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.

### School Requirements and Policy

Students at Greystanes High are required to undertake their studies so they optimise their life choices by:

- ◆ Preliminary HSC students will undertake Year 11 with a minimum of 12 units of study at school for the full Preliminary Course. TAFE courses will be in addition to these 12 school based units.
- ◆ All HSC students will undertake at least 10 units of study at school for the completion of the HSC year. HSC students are recommended to study a minimum of 12 units for the HSC.
- ◆ All students are expected to have at least a 95% attendance rate to demonstrate genuine and sustained effort in all course work.

Evidence of genuine illness will be required for students that exceed 10 days absence. The development of a students' health plan will be required in such situations.

# HSC Minimum Standard

## What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website.

Students who do not meet the HSC minimum standard can still:

- ◆ Sit the HSC exams
- ◆ Receive an ATAR for University applications
- ◆ Receive a ROSA
- ◆ Receive a HSC minimum standard report

There are no pre-requisites for choosing subjects for Stage 5 or Stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in Stage 5 or 6.

**Practice tests** are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

**Disability provisions and exemptions:** Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

# Australian Tertiary Admission Rank

The Australian Tertiary Admission Rank (ATAR) is calculated by the universities Australia wide.

## ATAR eligibility and calculations from 2025

From 2025, there will be no distinction between Category A and Category B courses.

To be eligible for an ATAR in NSW, you must satisfactory complete at least 10 units of HSC courses. These courses must include at least:

- ♦ 10 units of Board Developed courses
  - ♦ 2 units of English
  - ♦ Three board Developed courses of 2 units or greater
  - ♦ Four subject areas
- 
- ♦ The ATAR will be based on an aggregate of scaled marks in ten units of Board developed courses comprising:
    - the best two units of English;
    - The best of eight units from the remaining units.

The top rank using ATAR will be 99.95.

## Assessment and Reporting

- ♦ The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- ♦ Teachers are provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- ♦ The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- ♦ School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- ♦ The other 50% will come from the HSC examination.
- ♦ Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- ♦ On satisfactory completion of your HSC you will receive a portfolio containing:

### **The HSC Testamur**

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

### **The Record of Achievement**

*This document lists the courses you have studied and reports the marks and bands you have achieved.*

### **Course Reports**

*For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. (A graph showing the statewide distribution of marks in the course is also shown.)*

# Schedule of Fees – 2026

## School Contribution

All secondary schools ask parents to contribute so materials not available from the Department of Education may be provided to students. These contributions are necessary to provide the quality education expected by our school community.

## General Contribution

|   |       |
|---|-------|
| Senior Students (Years 11 & 12)         | \$100 |
| Junior Students (Years 7 – 10)          | \$80  |
| 2 <sup>nd</sup> Child                   | \$45  |
| 3 <sup>rd</sup> and Subsequent Children | \$30  |

It is expected that all families will be committed to pay their share of the additional costs to ensure quality educational experiences for their child. All students benefit from the additional resources purchased using the school contribution. Families with genuine financial hardship should arrange an appointment with the Principal to arrange a full or partial exemption. Students who receive Centrelink support are expected to use part of their payments to meet the school and subject contribution. This is in line with the Federal Government contract for the provision of the payment

## PRELIMINARY HSC (Year 11)

|  |  |
|--|--|
| Subject Technology Access fee (all students) | \$ 70 per year                                     |
| Construction – VET                           | \$ 90 per year + (\$110 WH&S for Induction course) |
| Entertainment – VET                          | \$110 per year + (\$110 WH&S for Induction course) |
| Design & Technology                          | \$ 60 per year                                     |
| Drama  | \$ 50 per year                                     |
| Food Technology                              | \$ 100 per year                                    |
| *Hospitality – VET - Food and Beverage       | \$180 per year + (\$90 for uniform only)           |
| *Hospitality – VET                           | \$180 per year + (\$75 for uniform only)           |
| Industrial Technology – Timber               | \$ 80 per year                                     |
| Fitness                                      | \$100 per year                                     |
| Enterprise Computing                         | \$ 30 per year                                     |
| Music  | \$ 65 per year                                     |
| Visual Arts                                  | \$120 per year                                     |

*\*Please Note: The students in Food and Beverage will require a Uniform only to do this course. Uniforms need to be measured, ordered and paid for by students by week 3 of Term 1. This cost is in addition to the course fee*

## HSC (Year 12)

|   |  |
|---|--|
| Subject Technology Access fee(all students) | \$ 70 per year   |
| Construction – VET                          | \$ 90 per year   |
| Entertainment – VET                         | \$ 80 per year   |
| **Design & Technology                       | \$ 50 per year + <i>cost of material for Major Works</i> |
| Drama                                       | \$ 55 per year   |
| Food Technology                             | \$ 90 per year   |
| Hospitality – VET - Food and Beverage       | \$150 per year   |
| Hospitality – VET - Kitchen Operations      | \$150 per year   |
| **Industrial Technology – Timber            | \$ 50 per year + <i>cost of material for Major Works</i> |
| Fitness                                     | \$100 per year   |
| Information Processes & Technology          | \$30 per year  |
| Music                                       | \$ 65 per year   |
| Visual Arts                                 | \$130 per year   |

*\*\*Students in Design & Technology and Industrial Technology, will be required to purchase material at their own cost for their major works.*

***Prices are current at time of publishing***

## Index of Courses Board Developed Courses

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## Vocational Education & Training Courses (VET)

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## Board Endorsed Courses - NON ATAR

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Note: These courses cannot be used in the calculation of the ATAR

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## TAFE Delivered VET Courses (TVET)

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## Course: Ancient History

2 units for each of Preliminary and HSC  
Board Developed Course

### Course Description

Ancient History involves the study of at least two of the following areas: Egypt, Near East, China, Greece and Rome in both the Preliminary and HSC courses.

- ♦ The Preliminary course is structured for students to investigate:
- ♦ people, groups, events, institutions, societies and historical sites;
- ♦ Archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies.

The course provides a background for students' more specialised HSC studies.

In the HSC course, students use archaeological and written evidence to investigate The core study of Pompeii and Herculaneum plus a personality, a society and historical period.

### Main Topics Covered

#### Preliminary Course

- ♦ **Part I - Investigating Ancient History**
  - (a) The Nature of Ancient History
  - (b) Case Studies – at least **two** to be undertaken
- ♦ **Part II - Features of Ancient Societies**  
at least **two Societies** to be investigated
- ♦ **Part III - Historical Investigation**

#### HSC Course

- ♦ **Part I Core: Cities of Vesuvius**  
Pompeii and Herculaneum
- ♦ **Part II Ancient Societies**  
One ancient society to be studied
- ♦ **Part III Personalities in their times**  
One personality is to be studied
- ♦ **Part IV Historical Periods**  
One historical period is to be studied

The HSC course requires study from at least TWO of the following areas:

- ♦ Egypt, Near East, China, Greece and Rome

Note: The Core Study, Cities of Vesuvius: Pompeii and Herculaneum, is a Rome study.

### Particular Course Requirements

The Preliminary course is a prerequisite for the HSC course.

### Assessment: HSC course only

| External Assessment   | Weighting % | Internal Assessment   | Weighting % |
|-----------------------|-------------|---|-------------|
| A written examination | 100         | Knowledge and understanding   | 40          |
|                       |             | Historical skills in the analysis and evaluation of sources and interpretations | 20          |
|                       |             | Historical inquiry and research   | 20          |
|                       |             | Communication of historical understanding in appropriate forms                  | 20          |
|                       |             |   |             |
|                       | <b>100</b>  |   | <b>100</b>  |

## Course: Biology

2 units for each of Preliminary and HSC  
Board Developed Course

### Course Description

The Preliminary course incorporates the study of microbiology and the tools that scientists use in this field; the models of transport systems and structures and the interrelatedness of these transport systems in maintaining health and in solving problems related to sustainability in agriculture and ecology; biotic and abiotic features of the ecosystem and the relationships between and interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes that took place during the formation of modern Australia on the diversity of Australian biota.

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals, especially humans, have developed to maintain a constant internal environment and the way in which the continuity of life is assumed by the inheritance of characteristics from generation to generation; study of the human immune system and its response to diseases and disorders, including their causes and effects on human health

### Main Topics Covered

#### Year 11 Course

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

#### Year 12 Course

- ◆ Heredity
- ◆ Genetic change
- ◆ Infectious Disease
- ◆ Non-infectious Disease and Disorders

### Particular Course Requirements

The Year 11 and Year 12 course includes a depth study of 15 hours in each year. Working scientifically should occupy a significant proportion of the Preliminary and HSC course time.

### Assessment: HSC course only

| External Assessment   | Weighting % | Internal Assessment              | Weighting % |
|-----------------------|-------------|----------------------------------|-------------|
| A written examination | 100         | Skills in working scientifically | 60          |
|                       |             | Knowledge and Understanding      | 40          |
|                       | <b>100</b>  |                                  | <b>100</b>  |



## Course: Business Studies

2 units for each of Preliminary and HSC  
Board Developed Course

### Course Description

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies.

### Main topics Covered

#### Preliminary Course

- ♦ Nature of Business
- ♦ Business Management
- ♦ Business Planning

#### HSC Course

- ♦ Operations
- ♦ Finance
- ♦ Marketing
- ♦ Human Resources

### Particular Course Requirements

In the Preliminary course there is a research project, investigating the operation of a small business or planning the establishment of a small business.

### Assessment: HSC course only

| External Assessment   | Weighting % | Internal Assessment                | Weighting % |
|-----------------------|-------------|------------------------------------|-------------|
| A written examination | 100         | Knowledge and understanding        | 40          |
|                       |             | Stimulus-based skills              | 20          |
|                       |             | Inquiry and research               | 20          |
|                       |             | Communication in appropriate forms | 20          |
|                       | <b>100</b>  |                                    | <b>100</b>  |

## Course: Chemistry

2 units for each of Preliminary and HSC  
Board Developed Course

### Course Description

The Preliminary course incorporates the study of the physical and chemical properties of substances and their interactions; the quantitative nature of chemistry using the mole concept; the changes in matter and energy that take place during chemical reactions, and how these chemical reactions and changes relate to the chemicals that are used in everyday life, the relationship between enthalpy and entropy and explain reactions in terms of the law of conservation of energy.

The HSC course builds upon the Preliminary course. It include physical changes and chemical reactions that can result in observable changes to a system; the definitions of both an acid and a base have changed over time; investigating the qualitative and quantitative properties of acids and bases; current and future applications of chemistry include techniques to synthesise new substances meet the needs of society; investigating and processing data involving the identification and quantification of ions present in aqueous solutions because of the impact of adverse water quality on the environment .

### Main Topics Covered

#### Year 11 Course

- ◆ Properties and structure of Matter
- ◆ Introduction to Quantitative Chemistry
- ◆ Reactive Chemistry
- ◆ Drivers of reaction

#### Year 12 Course

- ◆ Equilibrium and Acid reactions
- ◆ Acid/Base reactions
- ◆ Organic Chemistry
- ◆ Applying Chemical Ideas

### Particular Course Requirements

The Year 11 and Year 12 course includes a depth study of 15 hours in each year . Working scientifically should occupy a significant proportion of the Preliminary and HSC course time.

### Assessment: HSC course only

| External Assessment   | Weighting % | Internal Assessment              | Weighting % |
|-----------------------|-------------|----------------------------------|-------------|
| A written examination | 100         | Skills in working scientifically | 60          |
|                       |             | Knowledge and Understanding      | 40          |
|                       | <b>100</b>  |                                  | <b>100</b>  |

# Course: Community and Family Studies

2 units for each of the Preliminary and HSC  
Board Developed Course

## Course Description

CAFS is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. The focus is on skills in resource management enabling people to function effectively in their everyday lives, in families and communities.

| Preliminary Course Modules  | HSC Course Core Modules  |
|---|--|
| <p>Resource Management</p> <ul style="list-style-type: none"> <li>Basic concepts of resource management.</li> </ul> <p>Individuals and Groups</p> <ul style="list-style-type: none"> <li>The individual's roles, relationships and tasks within and between groups.</li> </ul> <p>Families and Communities</p> <ul style="list-style-type: none"> <li>Family structures and functions, and the interaction between family and community.</li> </ul> | <p>Research Methodology</p> <ul style="list-style-type: none"> <li>Research methodology and skills culminating in the production of an Independent Research Project.</li> </ul> <p>Groups in Context</p> <ul style="list-style-type: none"> <li>The characteristics and needs of specific community groups.</li> </ul> <p>Parenting and Caring</p> <ul style="list-style-type: none"> <li>Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.</li> </ul> <p><b>HSC Course Option Modules</b><br/>Select one of the following options:</p> <p>Family and Societal Interactions</p> <ul style="list-style-type: none"> <li>Government and community structures that support and protect family members throughout the lifespan.</li> </ul> <p>Social Impact of Technology</p> <ul style="list-style-type: none"> <li>The impact of evolving technologies on individuals and lifestyle.</li> </ul> <p>Individuals and Work</p> <ul style="list-style-type: none"> <li>Contemporary issues confronting individuals as they manage roles within both family and work environments.</li> </ul> |

## HSC Course Requirements

As part of the HSC students are required to complete an Independent Research Project in the context of the HSC core module - Research Methodology. The IRP forms part of the internal HSC assessment program. 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.

| External Examination  | Weighting %         | Internal assessment  | Weighting %         |
|---|---------------------|--|---------------------|
| <p><b>Section 1 - Core</b></p> <p>Part A</p> <p>Objective response questions</p> <p>Part B</p> <p>Short-answer questions</p>  | <p>20</p> <p>55</p> | <p>Knowledge and understanding of how the following impact on wellbeing:</p> <ul style="list-style-type: none"> <li>Resource management</li> <li>Positive relationships</li> <li>Range of societal factors</li> <li>Nature of groups, families and communities</li> </ul>  | <p>40</p>           |
| <p><b>Section II - Options</b></p> <p>Candidates answer the question on the option they have studied. Each question contains:</p> <ul style="list-style-type: none"> <li>Short-answer parts - 10 marks</li> <li>An extended response part - 15 marks</li> </ul> | <p>25</p>           | <p>Skills in:</p> <ul style="list-style-type: none"> <li>Applying management processes to meet the needs of individuals, groups, families and communities</li> <li>Planning to take responsible action to promote wellbeing</li> </ul> <p>Knowledge and understanding about research methodology and skills in researching, critical, thinking, analyzing and communicating.</p> | <p>25</p> <p>35</p> |
|   | <b>100</b>          |  | <b>100</b>          |

## Course: Design and Technology

2 units for each of Preliminary and HSC  
Board Developed Course

### Course Description

The study of Design and Technology Stage 6 develops conceptual understanding and enables students to creatively apply design skills and techniques to specific design projects. Throughout the course students use a range of materials to develop products and portfolios using the design process. It also seeks to develop students' appreciation of the historical and cultural influences on design and the interrelationships of design, technology, society and the environment.

### Main Topics Covered

#### Preliminary Course

- ♦ Australian Designer Case Study (20%)
- ♦ Designing and Producing (50%)  
As part of this study, students will complete a design project.
- ♦ Half Yearly examination (30%)

#### HSC Course

Innovation and Emerging Technologies (40%)

Designing and Producing (60%)

- ♦ Project proposal and project management
- ♦ Project development and realisation
- ♦ Project evaluation

As part of this study, students will complete a Major Design Project of their choice, in year 12. This is a project which is completed at school and home, which is submitted for external HSC marking.

### 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.
- ♦ Students are required to submit a Major Design Project for external marking as part of the HSC assessment

***A subject materials fee applies for Year 11 and Year 12  
(Year 12 students choose their own project and fund this as necessary.)***

### Assessment: HSC course only

| External Examination   | Weighting % | Component  | Weighting % |
|--|-------------|--|-------------|
| ♦ A written examination<br>Section I – multiple choice<br>Section II – one question made up of short structured response parts<br>Section III –three extended response questions | 40          | Knowledge and understanding of course content  | 40          |
| ♦ Major Design Project-<br>Consisting of a folio and either a system, product or environment.  | 60          | Knowledge and skills in designing, managing, producing and evaluating a major design project | 60          |
|  | <b>100</b>  |  | <b>100</b>  |

## Course: Economics

2 units for each of Preliminary and HSC  
Board Developed Course

### Course Description

Economics provides an 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

- ◆ Introduction to Economics
- ◆ Consumers and Business
- ◆ Markets
- ◆ Labour Markets
- ◆ Financial Markets
- ◆ Government in the Economy

#### HSC Course

- ◆ The Global Economy
- ◆ Australia's Place in the Global Economy
- ◆ Economic Issues
- ◆ Economic Policies and Management

### Assessment : HSC course only

| External Assessment   | Weighting % | Internal Assessment                | Weighting % |
|-----------------------|-------------|------------------------------------|-------------|
| A written examination | 100         | Knowledge and understanding        | 40          |
|                       |             | Stimulus-based skills              | 20          |
|                       |             | Inquiry and research               | 20          |
|                       |             | Communication in appropriate forms | 20          |
|                       | <b>100</b>  |                                    | <b>100</b>  |

## Course: Engineering Studies

2 units for each of Preliminary and HSC  
Board Developed Course

### Course Description

Both Preliminary and HSC Courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession.

Students study engineering by investigating a range of applications and fields of engineering.

### Main Topics Covered

#### Preliminary Course

Students undertake the study and develop an engineering report for each of 4 modules:

- ♦ three application modules (based on engineered products). At least one product is studied from each of the following categories: Engineering Fundamentals; Engineered Products; and Braking Systems:
- ♦ one focus module relating to the field of Bio-Engineering:

#### HSC Course

Students undertake the study and develop an engineering report for each of 4 modules:

- ♦ two application modules (based on engineered products). At least one product is studied from each of the following categories: Civil structures; Personal and Public Transport
- ♦ two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

### Particular Course Requirements

Students develop an engineering report for each module studied.

### Assessment: HSC course only

| External Assessment  | Weighting % | Component   | Weighting % |
|--|-------------|---|-------------|
| A written examination  |             | Knowledge and understanding of course content   | 60          |
| <b>Section I</b><br>Application Modules Multiple choice  | 20          |   |             |
| <b>Section II</b><br>Historical and Societal Influence<br>Scope of the Profession. Application and focus modules | 80          | Knowledge and skills in research, problem solving and communication related to engineering practice | 40          |
|  | <b>100</b>  |   | <b>100</b>  |

## Course: English

### ENGLISH STUDIES

#### SELECTING ENGLISH STUDIES

- ♦ Compared to previous years English Studies is now an ATAR course IF the external HSC examination is completed. Selection will be completed via teacher recommendation and student choice.
- ♦ Any student who is recommended for the course will be counselled by the class teacher and the Head Teacher. Those who choose to undertake the course must consult with their teacher.

#### CHANGING FROM STANDARD ENGLISH TO ENGLISH STUDIES

- ♦ During Year 11 this can happen at any time. However, the student is expected to catch up on all work for the term unless they move during Term 1 as during this term they study the Common Module– Reading to Write.
- ♦ During Year 12 students have until the end of Term 1 to move to English Studies. There will be no movement between courses after this date. Students must catch up on all work missed.
- ♦ All students who move must complete a “Change of Studies Form” as per school policy. This is required for Year 11 and Year 12 students.
- ♦ All students moving into English Studies will be interviewed/counselled by both the Head Teacher and the English Studies teacher on the requirements for the course, the catch up work they need to complete and to discuss requirements for assessment tasks. Students may be required to complete the Standard English task (the marks would be carried across to English Studies) depending on when they move.
- ♦ Head Teacher will contact the parents to inform them about the change in course and what the student needs to do to catch up.

### ENGLISH ADVANCED

#### SELECTING ENGLISH ADVANCED

- ♦ Selection into the Advanced course for Year 11 and 12 will be dependent on student results in all assessment tasks and their performance in the Advanced Entrance examination in Year 10.
- ♦ Students interested in undertaking the English Advanced course will need to fill out an “English Selection Form” with their English teacher during the Subject Selection period. The form can be collected from the English Staffroom. Students will need to record their results for assessments and reflect upon their achievement in the Half Yearly examination and the Advanced Entrance examination.
- ♦ Students wishing to undertake this course would be expected to have a mark of 80+ in their Advanced Entrance Examination as well as their other Year 10 assessments.
- ♦ The class teacher must sign the form with their recommendation for the student.
- ♦ If the student completes the task but it is still below the standard required for English Advanced the Head Teacher will send a letter informing the student’s parents that the decision is not supported by the school and that it is not in the best interests of the student to proceed into this course.

#### CHANGING FROM ENGLISH ADVANCED TO ENGLISH STANDARD

- ♦ During the Year 11 course this can happen at three times: Term 1, Week 5 or at the completion of the Common Module ( Term 1, Week 10) or at the end of the Year 11 course.
- ♦ Year 12 course students have until the end of Term 4 to move to English Standard. There will be no movement between courses after this date. Students must catch up on all work missed.
- ♦ All students who move must complete a “Change of Studies Form” as per school policy. This is required for Year 11 and Year 12 students.
- ♦ All students moving into English Standard will be interviewed/counselled by both the Head Teacher and the English Standard teacher on the requirements for the course, the catch up work they need to complete and to discuss requirements for assessment tasks. Students may be required to complete the English Advanced task (the marks would be carried across to English Standard ) depending on when they move.

## **Course: English (cont.)**

### **ENGLISH EXTENSION**

#### **SELECTING ENGLISH EXTENSION**

- ◆ Selection into the Extension course for Year 11 and 12 will be dependent on student results in both assessment tasks and the Advanced entrance examinations in Year 10.
- ◆ Students interested in undertaking the English Extension course will need to fill out an “English Selection Form” with their English teacher during the Subject Selection period. The form can be collected from the English Staffroom. Students will need to record their results for assessments and examinations.
- ◆ Students wishing to undertake this course would be expected to have an A average for assessment tasks and a mark average of 80+ for their Advanced entrance examination.
- ◆ The class teacher must sign the form with their recommendation for the student.
- ◆ If the class teacher does not support the student’s decision and/or the student completes the task but it is still below the standard required for English Extension, the Head Teacher will send a letter informing the parents that the decision is not supported by the school and that it is not in the best interests of the student to proceed into this course.



## **English Selection Form**

Circle the level of English you wish to study in Year 11 and 12.

**English Extension/Advanced**

**English Advanced**

**English Standard**

**English Studies**

**Record the results you have received in Year 10 below:**

|   |  |
|---|--|
| Creative Writing— Short story                 |  |
| Textual Conversations— Comparative Essay      |  |
| Area of Study – Discursive Writing— Justice   |  |
| Close Study of Text – Critical essay          |  |
| Half Yearly Examination                       |  |
| Yearly Examination— Standard or Entrance Exam |  |

Your name: \_\_\_\_\_

Your signature: \_\_\_\_\_

**You also need to get your teacher to verify your choice**

Teacher's name: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_

Please note that if you selected English Extension you will be consulted by the Head Teacher. If you selected English Advanced you may also be consulted by the Head Teacher. If you selected English Studies an interview with the Head Teacher and contact home is required.

## Course: English Advanced

2 units for each of Preliminary and HSC course  
Board Developed Course

**Exclusions:** English Standard; Fundamentals of English; EAL/D

### Course Description

In the **Year 11 English (Advanced) course** students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.

In the **Year 12 English (Advanced) course** students analyse and evaluate texts and the ways they are valued in their contexts.

### Main Topics Covered

#### The Year 11 Course has two sections:

- ♦ content common to the Standard and Advanced courses is undertaken through a unit of work Reading to Write. Students explore texts and develop skills in synthesis.
- ♦ Electives, in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values.

#### The Year 12 Course has two sections:

- ♦ The HSC Common Content consists of one Common module– Texts and Human Experiences to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis,
- ♦ Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued.

### Particular Course Requirements

#### Year 11 English (Advanced) course requires:

- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts with a range of social, cultural and gender perspectives integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

#### Year 12 English (Advanced) course requires:

- ♦ Students are required to closely study 4 prescribed texts, with at least ONE drawn from each of the following categories: prose fiction, poetry drama OR nonfiction OR film OR media.
- ♦ At least ONE of the texts selected must be authored by Shakespeare.

### Assessment: HSC Course only

| External Assessment   | Weighting % | Internal Assessment                          | Weighting % |
|-----------------------|-------------|--|-------------|
| A written examination | 100         | Common Module (Texts and Human Experiences)  | 25          |
|                       |             | Module A                                     | 25          |
|                       |             | Module C                                     | 20          |
|                       |             | Trial Examination                            | 30          |
|                       |             |  | <b>100</b>  |
|                       | <b>100</b>  | Assessment will occur across language modes. |             |

## Course: English Standard

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** English Advanced; English as a Second Language; Extension English 1 & 2

### Course Description

- ♦ In Year 11 **English (Standard)** course students explore the ways events, experiences, ideas and processes are represented in and through texts.
- ♦ In Year 12 **English (Standard) course** students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

### Main Topics Covered

**Year 11 Course the course has two sections;**

- ♦ Content common to the Standard, Advanced courses is undertaken through a unit of work called Reading to Write. Students explore texts and develop skills in responding and composing.
- ♦ Students will study two additional electives in which students explore and examine texts critically and creatively.

### Year 12 Course

**The course has two sections:**

- ♦ the HSC Common Content consists of a common module called Texts and Human Experiences to be completed by the HSC Standard, HSC Advanced and English Studies courses .
- ♦ 3 modules that provide elective choices around aspects of shaping meaning and demonstrating the effectiveness of texts for different audiences and purposes.
- ♦ Module C– The Craft of Writing is a common module that can be studied concurrently with the common module or with modules A and or B .

### Particular Course Requirements

**In the Preliminary English (Standard) course** students are required to:

- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts

### Assessment: HSC Course only

| External Assessment   | Weighting % | Internal Assessment                          | Weighting % |
|-----------------------|-------------|--|-------------|
| A written examination | 100         | Common Module (Texts and Human Experiences)  | 25          |
|                       |             | Module A                                     | 25          |
|                       |             | Module C                                     | 20          |
|                       |             | Trial Examination                            | 30          |
|                       |             |  | <b>100</b>  |
|                       | <b>100</b>  | Assessment will occur across language modes. |             |

# Course: English Studies

2 units for each Preliminary and HSC Content  
Board Developed Course

## Course Description

The aim of English Studies is to enable student to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society.

## Main Topics Covered

### Preliminary Course

- ♦ 120 indicative hours
- ♦ 3-5 modules (20-40 hours each)
- ♦ The module Reading to Write- Transition to English Studies as the first unit of work

### HSC Course

- ♦ 120 indicative hours
- ♦ 3-5 modules (20-40 hours each)
- ♦ The Common Module 'Texts and Human Experiences' is mandatory

## Particular Course Requirements

Year 11 and Year 12 English Studies course students are required to:

- ♦ texts that are widely regarded as quality literature
- ♦ a range of Australian texts
- ♦ a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- ♦ a range of types of texts, which could include prose fiction, drama, poetry, nonfiction, film, media and digital texts
- ♦ texts with a wide range of cultural, social and gender perspectives, and popular and youth cultures integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

## Assessment: Year 12 course only

| External Assessment   | Weighting % | Assessment Components   | Weighting % |
|---|-------------|---|-------------|
| Optional written examination.<br><br><b>ATAR COURSE</b><br><b>If HSC examination completed.</b> | <b>100</b>  | <ul style="list-style-type: none"> <li>♦ Knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning</li> <li>♦ Develop skills in reading, listening and viewing and in writing, speaking and representing.</li> </ul> | 50          |
|   |             | <ul style="list-style-type: none"> <li>♦ Develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts</li> <li>♦ Develop skills in planning and working individually and collaboratively</li> </ul>   | 50          |
|   | <b>100</b>  |   | <b>100</b>  |

# Courses: Year 11 English Extension

## HSC English Extension 1

## HSC English Extension 2

1 unit of study for each of Preliminary and HSC Board Developed Course

### Prerequisites:

- a) English (Advanced) Course
- b) Year 11 English Extension Course is prerequisite for Year 12 Extension Course 1.
- c) Extension Course 1 is prerequisite for Extension Course 2. (only available in Yr 12)

### Exclusions:

English (Standard) Course, English Studies and EAL/D

## Course Description

- ♦ In the Year 11 English (Extension) course students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.
- ♦ In the Year 12 English (Extension) course 1 students explore ideas of value and consider how cultural values and systems of valuation arise.
- ♦ In the Year 12 English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.

## Main Topics Covered

### Year 11 Extension Course

The course has one mandatory section, Module: Texts, Culture and Value

- ♦ **HSC Extension Course 1** The course has one common module Literary Worlds.
- ♦ **HSC Extension Course 2** The course requires students study the elective Author and Authority

## Particular Course Requirements

**Year 11 English (Extension) course** requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

## Assessment: HSC Course only

| External Assessment   | Weighting % | Internal Assessment                          | Weighting % |
|-----------------------|-------------|--|-------------|
| A written examination |             | Literary Worlds Creative Composition         | 25          |
|                       |             | Literary worlds Essay                        | 25          |
|                       |             |  | <b>50</b>   |
|                       | <b>50</b>   | Assessment will occur across language modes. |             |

## Course: English EAL/D

2 units of study for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** English (Standard) Course, English (Advanced) Course, English Extension. Eligibility rules apply. Please ask your teacher to check the NESA's *ACE Manual*.

### Course Description

EAL/D English is designed for students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds.

- ◆ In the **Year 11 English EAL/D course** students acquire and develop specific English language skills, knowledge and understanding in the context of an understanding of the ways ideas and processes are represented in texts.
- ◆ In the **Year 12 English EAL/D course** students reinforce and extend their language skills, and develop and apply skills in synthesis.

### Main Topics Covered

**Year 11 Course:** The course has three modules:

- ◆ Module A:- Read to Write Transition to Senior English.
- ◆ Module B: Close Study of Text - students develop understanding, knowledge and appreciation of a substantial literary text.
- ◆ Module C: Texts and Society - students explore, analyse, respond to and compose a selection of texts that are commonly encountered in society.

**Year 12 Course :** The course has three modules:

- ◆ Module A: Texts and Human Experiences - students interpret and respond to texts that deal with human experiences.
- ◆ Module B: Language, Identity and Culture - students explore and analyse the ways that language is used to express personal, social and cultural identity.
- ◆ Module C: Close Study of Text - students develop an informed understanding, knowledge and appreciation of a substantial literary text.
- ◆ A Focus on Writing: Students study concurrently with the above modules.

### Particular Course Requirements

**Year 11 English EAL/D course** requires:

- ◆ the study of one literary text
- ◆ exploration of a range of types of text drawn from the categories: prose fiction; drama; poetry; nonfiction, film, media and/or multimedia texts including Indigenous literature
- ◆ wide reading programs involving texts and textual forms composed in and for a wide variety of contexts

**Year 12 English EAL/D course** requires:

- ◆ the study of at least three types of text drawn from the categories of: prose fiction; drama; poetry; nonfiction; film OR media OR multimedia texts including Indigenous literature

### Assessment: HSC Course only

| External Assessment   | Weighting % | Internal Assessment                          | Weighting % |
|-----------------------|-------------|--|-------------|
| A written examination |             | Module A: Texts & Human Experiences          | 25          |
|                       |             | Module B: Language, Identity & Culture       | 20          |
|                       |             | Module C: Close Study of Text                | 25          |
|                       |             | Focus on Writing                             | 30          |
|                       |             | Trial Examination                            |             |
|                       |             |  | <b>100</b>  |
|                       | <b>100</b>  | Assessment will occur across language modes. |             |

## Course: Food Technology

2 units for each of Preliminary and HSC  
Board Developed Course

### Course Description

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

### Main Topics Covered

#### Preliminary Course

- ◆ Food Availability and Selection
- ◆ Food Quality
- ◆ Nutrition

#### HSC Course - 4 Core Strands:

- ◆ The Australian Food Industry
- ◆ Food Manufacture
- ◆ Food Product Development
- ◆ Contemporary Nutrition Issues

### 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 food issues.
- ◆ It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the 'learning to' section of each strand.

**A subject materials fee applies to pay for the ingredients used.  
Students are not permitted to wear long or acrylic nails when cooking in the kitchen**

### Assessment: HSC course only

| External Assessment                             | Weighting % | Component   | Weighting % |
|---|-------------|---|-------------|
| A written examination                           |             | Knowledge and understanding of course content                                     | 40          |
| Section I – multiple choice                     | 20          | Knowledge and skills in designing, researching, analysing and evaluating          | 30          |
| Section II – short answers on the core strands  | 50          | Skills in experimenting with and preparing food by applying theoretical concepts. | 30          |
| Section III – extended response on core strands | 15          |   |             |
| Section IV – essay type response on core strand | 15          |   |             |
|   | <b>100</b>  |   | <b>100</b>  |

# Course: Industrial Technology - Timber Products and Furniture Industries

2 units for each of Preliminary and HSC

Board Developed Course

## Course Description

Industrial Technology Stage 6 consists of project work and Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

*The Focus Area is **Timber Products and Furniture Industries**.*

## Main Topics Covered

### Preliminary Course

- ◆ The following sections are taught in relation to the relevant focus area:
- ◆ Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety.
- ◆ Design and Management – designing, drawing, computer applications, project management.
- ◆ Workplace Communication – literacy, calculations, graphics.
- ◆ Industry Specific Content and Production

### HSC Course

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

- ◆ Industry Study
- ◆ Design and Management
- ◆ Workplace Communication
- ◆ Industry Specific Content and Production

## Particular Course Requirements

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

**Students MUST wear appropriate safety gear.**

**A subject materials fee applies.**

## Assessment: HSC course only

| External Assessment                    | Weighting   | Internal Assessment                     | Weighting   |
|--|-------------|---|-------------|
| A written examination                  | 40%         | Industry Study                          | 15%         |
|  |             | Designing, management and communication | 30%         |
| Major Project<br>(product & portfolio) | 60%         | Industry specific content               | 55%         |
|  |             | Workplace communication                 |             |
|  | <b>100%</b> |   | <b>100%</b> |



# Course: Industrial Technology - Metal

2 units for each of Preliminary and HSC

Board Developed Course

## Course Description

Industrial Technology Stage 6 consists of project work and Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

*The Focus Area is **Metal**.*

## Main Topics Covered

### Preliminary Course

- ♦ The following sections are taught in relation to the relevant focus area:
- ♦ Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety.
- ♦ Design and Management – designing, drawing, computer applications, project management.
- ♦ Workplace Communication – literacy, calculations, graphics.
- ♦ Industry Specific Content and Production

### HSC Course

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

- ♦ Industry Study
- ♦ Design and Management
- ♦ Workplace Communication
- ♦ Industry Specific Content and Production

## Particular Course Requirements

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

**Students MUST wear appropriate safety gear.**

**A subject materials fee applies.**

## Assessment: HSC course only

| External Assessment                    | Weighting   | Internal Assessment                     | Weighting   |
|--|-------------|---|-------------|
| A written examination                  | 40%         | Industry Study                          | 15%         |
|  |             | Designing, management and communication | 30%         |
| Major Project<br>(product & portfolio) | 60%         | Industry specific content               | 55%         |
|  |             | Workplace communication                 |             |
|  | <b>100%</b> |   | <b>100%</b> |

## Course: Enterprise Computing

2 units for each of Preliminary and HSC  
Board Developed Course

### Course Description

The study of HSC Enterprise Computing enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

### Main topics covered

#### Preliminary Course

- Interactive media and the user experience including the ubiquity of interactive media; capturing, storing and integrating data; and creating interactive media systems.
- Networking systems and social computing including introduction to human-centric computing; storage and workflow in enterprise networks; network architecture and infrastructure; and creating a network.
- Principles of cybersecurity including understanding privacy and security; security awareness; and cyber law and ethics.

#### HSC Course

- Data science including collecting, storing and analysing data; data quality; and processing and presenting data.
- Data visualisation including using data to tell a story; interpreting data visualisations, designing for user experience; and creating data visualisations.
- Intelligent systems including systems and their applications; data and intelligent systems; and creating intelligent systems.
- Enterprise project.

### Particular Course Requirements

There is no prerequisite study for the 2 Unit Preliminary course. Completion of the 2 Unit Preliminary course is a prerequisite for the study of the 2 Unit HSC course.

\* **A subject materials contribution applies.**

### Assessment: HSC course only

| External Assessment       | Weighting % | Component   | Weighting % |
|---------------------------|-------------|---|-------------|
| A DIGITAL HSC examination | 100         | Topic Test<br>Enterprise Project<br>Written Examination | TBC         |
|                           | <b>100</b>  |   | <b>100</b>  |

# Course: Investigating Science

2 units for each of Preliminary and HSC  
Board Developed Course

## Course Description

The Preliminary course examines the importance of observation and the collection of quantitative and qualitative data in scientific investigations; student engage in gathering primary and secondary-sourced data to assist them in conducting and reporting on investigations, and to further develop their understanding of the central roles of scientific questioning and collaboration in the pursuit of scientific truth; students recognise that many scientific models have limitations and are modified; construct and evaluate their own models; examine how complex models and theories often require a wide range of evidence, which impacts on society and the environment.

The HSC course examines the experimental method as a dynamic process influenced by initial observations, new evidence, unexpected results or phenomena arising from the investigation; the interrelated roles of practical and secondary-sourced investigations; the appropriateness of using a range of technologies in conducting practical investigations; students explore examples of scientific claims made in the media and investigate the benefits of peer review and the impacts of ethical, social, economic and political influences on science and its research.

## Main Topics Covered

### Year 11 Course

- ♦ Cause and Effect—Observing
- ♦ Cause and Effect—Inferences and Generalisations
- ♦ Scientific models
- ♦ Theories and Laws

### Year 12 Course

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

## Particular Course Requirements

The Year 11 and Year 12 course includes a depth study of 30 hours in each year. Working scientifically should occupy a significant proportion of the Preliminary and HSC course time.

## Assessment: Year 12 course only

| External Assessment   | Weighting % | Internal Assessment              | Weighting % |
|-----------------------|-------------|----------------------------------|-------------|
| A written examination | 100         | Skills in working scientifically | 60          |
|                       |             | Knowledge and Understanding      | 40          |
|                       | <b>100</b>  |                                  | <b>100</b>  |

## Course: Japanese Beginners

2 units for each of Preliminary and HSC.

**Prerequisites:** No prerequisites.

**Exclusions:** Students who have completed an elective Japanese course in Year 9 & 10 are not permitted to undertake this course

### Course Description

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, Japanese 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 Japanese-speaking communities through the study of a range of texts.

### Themes:

- ♦ The individual
- ♦ The Japanese-speaking communities
- ♦ The changing world.

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

- ♦ Conversation
- ♦ Responding to an aural stimulus
- ♦ Responding to a variety of written material
- ♦ Writing for a variety of purposes
- ♦ Studying Japanese culture through texts.

### Particular Course Requirements: Nil

### Assessment: HSC Course only

| External Assessment   | Weighting % | Internal Assessment | Weighting % |
|-----------------------|-------------|---------------------|-------------|
| An oral examination   | 20          | Speaking            | 20          |
| A written examination |             | Listening           | 30          |
| • Listening           | 30          | Reading             | 30          |
| • Reading             | 30          | Writing in Japanese | 20          |
| • Writing in Japanese | 20          |                     |             |
|                       | <b>100</b>  |                     | <b>100</b>  |

## Course: Japanese Continuers

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC Board Developed Course.

**Prerequisites:** Year 9 and 10 Japanese course knowledge is assumed.

**Exclusions:** Japanese Beginners; Japanese Background Speakers.

Other eligibility rules apply to the study of this subject. Check with your teacher or the NESA's ACE Manual.

### Course Description

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, Japanese 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 Japanese-speaking communities through the study of a range of texts.

### Themes:

- ◆ The individual
- ◆ The Japanese-speaking communities
- ◆ The changing world.

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

- ◆ Conversation
- ◆ Responding to an aural stimulus
- ◆ Responding to a variety of written material
- ◆ Writing for a variety of purposes
- ◆ Studying Japanese culture through texts.

### Particular Course Requirements: Nil

### Assessment: HSC Course only

| External Assessment      | Weighting % | Internal Assessment      | Weighting % |
|--------------------------|-------------|--------------------------|-------------|
| An oral examination:     |             | Speaking                 | 20          |
| Conversation             | 20          | Listening and responding | 25          |
|                          |             | Reading and responding   | 40          |
| A written examination:   |             | Writing in Japanese      | 15          |
| Listening and responding | 25          |                          |             |
| Reading and responding   |             |                          |             |
| – Part A                 | 25          |                          |             |
| – Part B                 | 15          |                          |             |
| Writing in Japanese      | 15          |                          |             |
|                          | <b>100</b>  |                          | <b>100</b>  |

## Course: Legal Studies

2 units for each of Preliminary and HSC  
Board Developed Course

### Course Description

The Preliminary course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, and the specific nature of the Australian constitution, and the role of the individual. This is achieved by investigating specialised 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.

### Main Topics Covered

#### Preliminary Course

- ♦ The Legal System
- ♦ The Individual and the Law
- ♦ The Law in Practice

#### HSC Course

- ♦ Core – Crime & Human Rights
- ♦ Two Options

Two chosen from consumers, family, global environmental, Indigenous people, shelter, workplace, world order

#### Key themes incorporated across all topics:

- resource efficiency
- accessibility
- enforceability
- responsiveness
- protection of individual rights
- meeting society's needs
- application of the rule of law
- justice

#### Particular Course Requirements

No special requirements

### Assessment HSC course only

| External Assessment   | Weighting % | Internal Assessment                | Weighting % |
|-----------------------|-------------|------------------------------------|-------------|
| A written examination | 100         | Knowledge and understanding        | 60          |
|                       |             | Inquiry and research               | 20          |
|                       |             | Communication in appropriate forms | 20          |
|                       | <b>100</b>  |                                    | <b>100</b>  |

# MATHEMATICS

## SELECTION OF SUBJECTS AND CHANGE OF MATHEMATICS COURSE

All students will be given a course offer form **in class**.

### Mathematics Standard

#### Selecting Mathematics Standard

- ◆ Students studying at all levels of Year 10 may be offered to study this course.

#### Changing from Mathematics Standard

- ◆ Mathematics Standard students wishing to change to Mathematics Advanced must have been offered this course of study on the Mathematics Course offer sheet in term 2. They must have this request in writing to the Head Teacher before week 2 of the preliminary course. Changes after this will not be permitted.
- ◆ All students who move must complete a "Student Subject Change Form" from G Block Office. This is required for Year 11 and Year 12 students. (Year 11 students will not have to move classes until the start of the HSC course, in the case of Mathematics Standard 2 and Mathematics Standard 1).

### Mathematics Standard 2

#### Selecting Mathematics Standard 2

- ◆ This course of study is only offered in the HSC year.

#### Changing from Mathematics Standard 2

- ◆ HSC student will be permitted to change from Mathematics Standard 2 to Mathematics Standard 1 in the last two weeks of the first two terms of HSC course, (Term 4 and Term 1 post preliminary).
- ◆ All students who move must complete a "Student Subject Change Form" from G Block Office. This is required for Year 11 and Year 12 students. (Year 11 students will not have to move classes until the start of the HSC course.)
- ◆ All students moving into Mathematics Standard 2 will be interviewed by the Head Teacher on the requirements of the course, regarding the work that they need to catch up on and to discuss requirements for assessment tasks.

### Mathematics Standard 1

#### Selecting Mathematics Standard 1

- ◆ This course of study is only offered in the HSC year.
- ◆ Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. The examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR).

#### Changing from Mathematics Standard 1

- ◆ HSC students will not be permitted to change from Mathematics Standard 1 to Mathematics Standard 2.
- ◆ All students who move must complete a "Student Subject Change Form" from G Block Office. This is required for Year 11 and Year 12 students. (Year 11 students will not have to move classes until the start of the HSC course.)
- ◆ All students moving into Mathematics Standard 1 will be interviewed by the Head Teacher on the requirements of the course., regarding the work that they need to catch up on and to discuss requirements

## Mathematics Advanced

### Selecting Mathematics Advanced

An offer to study the Mathematics Advanced course will be given to students who meet one of the following criteria:

Obtained a consistent score above 60% in the Mathematics Advanced Pathway course assessments.

OR

Obtained scores close to 60% level in the Mathematics Advanced Pathway course assessments and be endorsed by your teacher. In this case a letter of recommendation will be issued.

### Changing from Mathematics Advanced

- ◆ During the Preliminary Course students can change to Mathematics Standard 2 after the Term 2 assessment or at the end of the course assessment (term 3).
- ◆ During the HSC course students can change to Mathematics Standard 2 after either the Term 1 assessment (End of Term 4 post Preliminary) or the Half Yearly Examination. After this no changes of courses will be permitted.
- ◆ All students who move must complete a "Student Subject Change Form" from G Block Office. This is required for Year 11 and Year 12 students.
- ◆ All students moving into Mathematics Standard will be interviewed by the Head Teacher on the requirements of the course, regarding the work that they need to catch up on and to discuss requirements for assessment tasks.

## Mathematics Extension 1

### Selecting Mathematics Extension 1

- ◆ Entry into this course is by invitation only, to students consistently scoring over 75% in the 5.3 course tests to be considered. To study at this level, students must be studying the Mathematics Advanced course as well.

### Changing from Mathematics Extension 1

- ◆ Student may drop this course in the last two weeks of any Term.
- ◆ All students who move must complete a "Student Subject Change Form" from G Block Office. This is required for Year 11 and Year 12 students.

## Mathematics Extension 2

### Selecting Mathematics Extension 2

- ◆ This course of study is only offered in the HSC year.
- ◆ Entry into this course is by invitation only, to students consistently scoring over 75% in the Mathematics preliminary course tests to be considered. To study at this level, students must already be studying the Mathematics Advanced course and Mathematics Extension 1 courses in Year 11.

### Changing from Mathematics Extension 2

- ◆ Student may drop this course in the last two weeks of any Term.
- ◆ All students who move must complete a "Student Subject Change Form" from G Block Office. This is required for Year 11 and Year 12 students.



## Mathematics Course Offer

Your Name:: \_\_\_\_\_

What course are you currently studying? Please Circle

☐ **Mathematics Standard Pathway**

☐ **Mathematics Advanced Pathway**

Mathematics Advanced Pathway past results

Offer of course to study in year 11 and 12

| Year 9 Term 1 | Year 9 Term 2 | Year 9 Term 3 | Year 9 Term 4 | Year 10 Term 1 | Year 10 Term 2 |
|---------------|---------------|---------------|---------------|----------------|----------------|
|               |               |               |               |                |                |

Students may seek an interview with the Head Teacher to discuss their course offer.

|  | Teacher Recommendation (signed) |
|--|---------------------------------|
| <input type="checkbox"/> Mathematics Standard 1  |                                 |
| <input type="checkbox"/> Mathematics Standard 2  |                                 |
| <input type="checkbox"/> Mathematics Advanced    |                                 |
| <input type="checkbox"/> Mathematics Extension 1 |                                 |
| <input type="checkbox"/> Mathematics Extension 2 |                                 |

### Teacher to verification of Offer

Teacher's Name: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

## Course: Mathematics Standard Courses

2 units for each of Preliminary and HSC

Board Developed Course

**Prerequisites:** The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all coursework from the Mathematics Standard Pathway.

**Exclusions:** Students may **not** study any other Stage 6 Mathematics course.

### Mathematics Standard

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

#### Mathematics Standard 1 (Category B)

This is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

#### Mathematics Standard 2 (Category A)

This is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

### Main Topics Covered In Year 11 (Standard 2 studies Topics in more depth)

- ◆ Formulae and Equations
- ◆ Linear Relationships
- ◆ Earning Money
- ◆ Managing Money
- ◆ Applications of Measurement.
- ◆ Time and Location
- ◆ Networks, Paths and Trees
- ◆ Data Analysis

### Assessment

**Mathematics Standard** has both external and internal components of assessment as described below.

The Year 11 formal school-based assessment program will have three assessment tasks.

An in class test which may include: as summary, an open book section, or questions that have been seen in class. An Assignment. A formal end of course exam. This will be similar in Year 12 with two in class tasks

| External Assessment  | Weighting % | Internal assessment  | Weighting % |
|--|-------------|--|-------------|
| A written examination.<br>( Optional for Standard 1 students depending if they require an ATAR.) | 100%        | A variety of assessment tasks across all of the content of the course., including an investigation style task.<br><br>Internal Assessment has the components of understanding fluency and communication and problem solving, reasoning and justification | 50%<br>50%  |
|  | <b>100%</b> |  | <b>100%</b> |

# Course: Mathematics Advanced

2 units for each of Preliminary and HSC

Board Developed Course

**Prerequisites:** The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all coursework from the

## Course Description

The 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. It 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. This course 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.

## Main Topics Covered

### Preliminary Course

Topic: Functions

- ◆ Working with Functions
- ◆ Graphing Transformations

Topic: Trigonometric Functions

- ◆ Trigonometry and Measure of Angles
- ◆ Trigonometric Identities and Equations

Topic: Calculus

- ◆ Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

- ◆ Exponentials and Logarithmic Functions

Topic: Statistical Analysis

- ◆ Probability and Data

### HSC Course

Topic: Functions

- ◆ Further Graph Transformations and Modelling

Topic: Calculus

- ◆ Differential Calculus
- ◆ Integral Calculus
- ◆ Applications of Calculus

Topic: Sequence and Series

- ◆ Sequence and Series

Topic: Statistical Analysis

- ◆ Random Variables

Topic: Financial Mathematics

- ◆ Financial Mathematics

## Assessment: HSC course only

| External Assessment   | Weighting % | Internal assessment   | Weighting % |
|---|-------------|---|-------------|
| A written examination paper based on the Mathematics Advanced course and is of 3 hours' duration. | 100%        | A variety of assessment tasks across all of the content of the course, including and investigation style task.                            |             |
|   |             | <b>For assessment purposes,</b><br><b>Component A</b> is primarily concerned with the student's understanding, fluency and communication. | 50%         |
|   |             | <b>Component B</b> is primarily concerned with the student's problem solving, reasoning and justification.                                | 50%         |
|   | 100%        |   | 100%        |

## Course: Extension 1 Mathematics

3 units in each of Preliminary and HSC

Board Developed Course

**Prerequisites:** The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all coursework from the Mathematics Advanced Pathway and Mathematics Standard Pathway. Students must be studying Mathematics Advanced.

### Course Description

The content of this course, which includes the whole of the Mathematics Advanced course, enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level in areas such as science, engineering, finance and economics.

### Main Topics Covered

#### Preliminary Course

Topic: Functions

- ◆ Further Work with Functions
- ◆ Polynomials

Topic: Trigonometric Functions

- ◆ Further Trigonometry

Topic: Combinatorics

- ◆ Permutations and Combinations
- ◆ The Binomial Theorem

### HSC Course

Topic: Proof

- ◆ Proof by Mathematical Induction

Topic: Vectors

- ◆ Introduction to Vectors

Topic: Trigonometric Functions

- ◆ Inverse Trigonometric Functions

Topic: Calculus

- ◆ Further Calculus Skills
- ◆ Applications of Calculus

Topic: Statistical Analysis

- ◆ The Binomial Distribution and Sampling Distribution of the Mean

### Assessment: HSC course only

| External Assessment   | Weighting % | Internal assessment  | Weighting %    |
|---|-------------|--|----------------|
| Two written examination papers.<br><br>One paper is identical to the paper of 2 hours' duration for the Mathematics Extension 1 Mathematics course.<br>The other paper is based on the Mathematics Advanced course and is of 3 hours' duration. | 100%        | A variety of assessment tasks across all of the content of the course, including an investigation style task.<br><br><b>For assessment purposes, Component A</b> is primarily concerned with the student's understanding, fluency and communication.<br><br><b>Component B</b> is primarily concerned with the student's problem solving, reasoning and justification. | 50%<br><br>50% |
|   | <b>100%</b> |  | <b>100%</b>    |

**Course: Mathematics Extension 2**

1 unit additional to the Mathematics Extension 1 course, for the HSC

Board Developed Course. A demanding course which begins only in the HSC year (Year 12).

**Prerequisites:** The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes at a higher level of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course.

### Course Description

The course enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level in areas such as science and engineering.

## Main Topics Covered

The course content includes the entire Mathematics Advanced course, the entire Mathematics Extension 1 course and, in addition, contains:

Topic: Proof

- ♦ The Nature of Proof

Topic: Vectors

- ## ◆ Further Work with Vectors

Topic: Complex Numbers

- ## ◆ Introduction to Complex Numbers

Topic: Calculus

- ### ◆ Further Integration

Topic: Mechanics

- ## ◆ Applications of Calculus to Mechanics

**Assessment: HSC course only**

| <b>External Assessment</b>  | <b>Weighting %</b> | <b>Internal assessment</b>  | <b>Weighting %</b>                             |
|---|--------------------|---|--|
| Two written examination papers.<br>One paper is the paper for the Mathematics Extension 1 course.<br>The other paper is based on the Mathematics Extension 2 course being a 3 hour paper. | 100%               | A variety of assessment tasks across all of the content of the course., including an investigation style task.<br><br><b>For assessment purposes,</b><br><br><b>Component A</b> is primarily concerned with the student's understanding, fluency and communication.<br><br><br><b>Component B</b> is primarily concerned with the student's problem solving, reasoning and justification. | 50%<br><br><br><br><br><br><br><br><br><br>50% |
|   | <b>100%</b>        |   | <b>100%</b>                                    |

## Course: Modern History

2 units for each of Preliminary and HSC  
Board Developed Course

### Course Description

The Preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background for their more specialised HSC studies.

The HSC Course is designed for students to investigate national and international forces for change and continuity in the twentieth century through 4 major studies.

### Main Topics Covered

#### Preliminary Course

- ♦ Part I: **Investigating Modern History** – The Nature of Modern History and at **least two** case studies
- ♦ Part II: **Historical Investigation**
- ♦ Part III: **The Shaping of the Modern World**

#### HSC Course

- ♦ Part I: **Core Study** - Power and Authority in the Modern World 1919-1946
- ♦ Part II: **National Study**

Students are to choose ONE from the following:

USA 1917-1941

Russia/Soviet Union 1917-1941

Indonesia 1945-2005

Japan 1904-1937

Germany 1918-1939

Australia 1918-1949

China 1927-1949

India 1942-1984

Iran 1945-1989

- ♦ Part III: **Peace and Conflict**

Students are to choose ONE from the following:

Conflict in the Pacific 1937-1951

Arab-Israel Conflict 1948-1996

The Cold War 1945-1991

Conflict in Europe 1935-1945

Conflict in Indo-China 1954-1979

Conflict in the Gulf 1980-2011

- ♦ Part IV: **Change in the Modern World**

Students are to choose ONE from the following:

Pro-democracy Movement in Burma 1945-2010

The Cultural Revolution to Tiananmen 1966-1989

Civil Rights in the USA 1945-1968

The Changing World Order 1945-2011

The Nuclear Age 1945-2011

Apartheid in South Africa 1960-1994

### Particular Course Requirements

The Preliminary course is a prerequisite for the HSC course.

### Assessment: HSC course only

| External Assessment   | Weighting % | Internal Assessment   | Weighting % |
|-----------------------|-------------|---|-------------|
| A written examination | 100         | Knowledge and understanding   | 40          |
|                       |             | Historical skills in the analysis and evaluation of sources and interpretations | 20          |
|                       |             | Historical inquiry and research   | 20          |
|                       |             | Communication of historical understanding in appropriate forms                  | 20          |
|                       |             |   |             |
|                       | <b>100</b>  |   | <b>100</b>  |

|   |                    |                            |                    |
|---|--------------------|----------------------------|--------------------|
| <b>Course: Music 1</b>  |                    |                            |                    |
| 2 units for each of Preliminary and HSC<br>Board Developed Course   |                    |                            |                    |
| <b><u>Course Description</u></b>  |                    |                            |                    |
| In the Preliminary and HSC courses, students 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.  |                    |                            |                    |
| <b><u>Preliminary Course</u></b>  |                    |                            |                    |
| In the Preliminary course the students study three topics from the list below and learn about how the concepts of music are used in those styles, genres and periods. They continue to develop their skills, knowledge and understanding of the chosen topics through the learning experiences of aural, composition, musicology and performance.                               |                    |                            |                    |
| <b>HSC Course</b>   |                    |                            |                    |
| In addition to core studies in aural, composition, musicology and performance, students select three electives from any combination of composition, musicology and performance. These electives must represent the three topics for the HSC course. The three topics must be different from the topics studies in the Preliminary course and must be chosen from the list below |                    |                            |                    |
| Some topics available for study are:  |                    |                            |                    |
| <ul style="list-style-type: none"> <li>• Popular music</li> <li>• Music for small ensembles</li> <li>• Music for radio, film, TV and multimedia</li> <li>• Jazz</li> <li>• Technology and its influence on music</li> <li>• An Instrument and its Repertoire</li> <li>• Music of the 20th and 21st Centuries</li> </ul>   |                    |                            |                    |
| * A course fee applies and cost of excursions.  |                    |                            |                    |
| <b>Assessment: HSC course only</b>  |                    |                            |                    |
| <b>External Assessment</b>  | <b>Weighting %</b> | <b>Internal Assessment</b> | <b>Weighting %</b> |
| Core Performance (one piece)  | 20*                | Performance                | 10                 |
| Written Paper: Aural Skills   | 30                 | Composition                | 10                 |
|   |                    | Musicology                 | 10                 |
|   |                    | Aural                      | 25                 |
| <b>Electives:</b><br>Three electives from any combination of:   |                    | Electives                  | 45                 |
| ♦ Performance (one piece)   | 20*                |                            |                    |
| ♦ Composition (one submitted composition)   | 20*                |                            |                    |
| ♦ Musicology (one viva voce)  | 20*                |                            |                    |
|   | <b>100</b>         |                            | <b>100</b>         |

\* The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

# Course: Personal Development, Health and Physical Education

2 units for each of Preliminary and HSC

Board Developed Course

**Course Description—Note: New Health and Movement Science syllabus to be taught in 2024. The syllabus to be released. Previous course description below.**

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 specific issues of prevention assessment, management of recovery from sports injury. 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.

## Main Topics Covered Preliminary Course

### Core Topics

Better Health for Individuals

The Body in Motion

### Optional Components

♦ *Students to select two options each from*

First Aid

Composition and Performance

Fitness Choices

Outdoor Recreation

## HSC Course

### Core Topics

Health Priorities in Australia

Factors Affecting Performance

### Optional Component

♦ *Students to select two options each from*

The Health of Young People

Improving Performance

Sport and Physical Activity in Australian Society

Equity and Health

Sports Medicine

| External Assessment   | Weighting % | Internal Assessment  | Weighting %                    |
|-----------------------|-------------|--|--------------------------------|
| A written examination | 100         | Knowledge and understanding of - factors that affect health<br>the way the body moves<br>Skills in - influencing personal and community health<br>taking action to improve<br>participation and performance in physical activity<br>Skills in - critical thinking, research and analysis | 40<br><br><br><br>30<br><br>30 |
|                       | <b>100</b>  |  | <b>100</b>                     |



## Course: Physics

2 units for each of Preliminary and HSC  
Board Developed Course

### Course Description

The Preliminary course incorporates the study of measuring and analysing motion without considering the forces and masses involved in that motion; the interactions and relationships that can occur between objects by modelling and representing these using vectors and equations.; the properties of waves; examining mechanical waves and electromagnetic waves, including their similarities and differences.; electrical energy, electric and magnetic fields.

The HSC course builds upon the Preliminary course. It includes the study of the effects of gravitational fields, momentum, projectile motion and the study of electromagnetism; explains and analyses the electric and magnetic interactions due to charged particles and currents ; describes and analyses evidence for the properties of light; the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom.

### Main Topics Covered

#### Year 11 Course

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

#### Year 12 Course

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

### Particular Course Requirements

The Year 11 and Year 12 course includes a depth study of 15 hours in each year. Working scientifically should occupy a significant proportion of the Preliminary and HSC course time.

### Assessment: Year 12 course only

| External Assessment   | Weighting % | Internal Assessment              | Weighting % |
|-----------------------|-------------|----------------------------------|-------------|
| A written examination | 100         | Skills in working scientifically | 60          |
|                       |             | Knowledge and Understanding      | 40          |
|                       | <b>100</b>  |                                  | <b>100</b>  |

## Course: Visual Arts

2 units for each of Preliminary and HSC  
Board Developed Course

### Exclusions:

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

### Course Description

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:

- ♦ 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:

- ♦ 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 (course fee applies)

#### Preliminary Course:

- ♦ 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:

- ♦ development of a Body of Work and use of a Visual Arts diary
- ♦ a minimum of five Case Studies (4 –10 hours each)
- ♦ deeper and more complex investigations in art making, art criticism and art history.

### Assessment: HSC course

| External Assessment                          | Weighting % | Internal Assessment                        | Weighting % |
|--|-------------|--|-------------|
| Submission of a Body of Work                 | 50          | Artmaking: Development of the Body of Work | 50          |
| Written Paper: Art criticism and art history | 50          | Art criticism and art history              | 50          |
|  | <b>100</b>  |  | <b>100</b>  |

## Vocational Education & Training (VET)

VET courses offered at Greystanes High School are relevant to industry needs and have clear links to post-school destination.

### Course requirements

Students must attempt:

- **ALL** compulsory units of competency for their Industry Framework
- **AND** a selection of elective units of competency to varying levels of indicative hours depending on the Industry Framework being undertaken.

**Work placement is a mandatory HSC requirement within all VET frameworks and appropriate hours have been assigned to each course.**

**This involves a total of 70 hours work placement: 35 hours in Year 11 and 35 hours in Year 12**

### Fees

All VET courses involve a fee. Please see the 'Schedule of Fees' section of this handbook for a list of VET course fees.

**Note: Information provided in this Handbook is accurate at time of publication. It may be varied at the discretion of the NSW Vocational Education & Training Accreditation Board**

## Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

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

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

There are two types of Stage 6 VET courses available to students:

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

Board Developed VET courses have specified workplace requirement and include a minimum of 70 hours of **mandatory** industry specific **work placement** that may include up to 50% simulated workplace hours at school as specified by NESA.

2. **Board Endorsed VET Courses** count towards the HSC or RoSA but do not have an HSC examination and therefore do not count in the calculations of the ATAR. Many Board Endorsed VET Courses have mandatory industry specific work placement as specified by NESA.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

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

## 2026 Construction Course Descriptor

### CPC20220 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction

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

#### Course: Construction

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

#### HSC credit – 4 units

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

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

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

#### Transferrable industry skills gained in this course

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

#### Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

#### VET requirements

##### Competency-Based Assessment

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

##### Appeals and Complaints

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

#### HSC requirements

##### Mandatory course requirements

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

##### External Assessment (optional HSC examination for ATAR purposes)

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

**Consumable costs: Preliminary** - \$90 per year + (\$110 for WH&S Induction course)  
**HSC** - \$90 per year

Add school specific equipment and associated requirements for students eg uniform purchase, White card course. (site specific information)

##### Refunds

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

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

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

## School Delivered VET courses

# Construction

This course provides an avenue for you to enter a range of trades in the construction industry or as a worker in the civil construction industry.

### Is this course right for me?

In this course you will gain hands-on, practical skills helping you start your career in the construction industry such as:

- Carpentry
- Joinery
- Bricklaying and blocklaying
- Wall and floor tiling

### Where can this course take me?

This course can lead to employment in a range of apprenticeships, such as carpentry, brick and blocklaying and wall and floor tiling, or employment as a trades or construction assistant in the civil construction industry.

Further study in courses such as CPC50320 Diploma in Building and Construction (Management) lead to job opportunities in construction project management.

### Subjects that support this career path

- Industrial Technology
- Mathematics Standard 1 or 2
- Investigating Science
- Manufacturing Introduction

|  |  |
|--|--|
| Credential available                           | Full Certificate and Statement of Attainment   |
| Course code/name                               | CPC20220 Certificate II in Construction Pathways and a statement of attainment towards CPC20120 Certificate II in Construction |
| ATAR eligible                                  | No   |
| Mandatory placement hours                      | 70 hours   |
| SBAT available                                 | No   |
| Specialisation required for full qualification | No   |



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:  
[www.education.nsw.gov.au/school-delivered-vet](http://www.education.nsw.gov.au/school-delivered-vet)

## 2026 Entertainment Industry Course Descriptor

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

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

#### Course: Entertainment Industry

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

#### HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a Statement of Attainment (SOA) towards a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/training/details/cua30420>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

#### Transferrable industry skills gained in this course

- customer (client) service skills
- technical production of lighting, sound and vision
- communication skills
- creativity
- critical thinking
- problem solving

#### Examples of occupations in the entertainment industry

- assistant sound technician
- assistant lighting technician
- follow spot operator
- front of house assistant
- production crew
- stagehand

#### VET requirements

##### Competency-Based Assessment

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

##### Appeals and Complaints

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

#### HSC requirements

##### Mandatory course requirements

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

##### External Assessment (optional HSC examination for ATAR purposes)

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

**Consumable costs: Preliminary** - \$110 per year + (\$110 for WH&S Induction course)  
**HSC** - \$80 per year

Add school specific equipment and associated requirements for students eg: uniform purchase, White card course. (site specific information)

##### Refunds

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

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

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

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



## School Delivered VET courses



# Entertainment Industry

Learn about aspects of production, live performances and events, including audio, lighting, props, sets, staging and vision systems.

### Is this course right for me?

This course reflects the role of individuals who apply a broad range of competencies in providing services for the entertainment industry. You will gain valuable skills in a variety of aspects of the entertainment industry including; scenery and set construction, lighting, sound and vision, entertainment customer service, staging, live production, entertainment technical operations

### Where can this course take me?

It provides a pathway to other roles in similar work environments.

Further study in courses such as CUA60220 Diploma in Live production and management can lead to job opportunities in management.

### Subjects that support this career path

- Music
- Drama
- Industrial Technology: Multimedia
- Screen and Media

|  |  |
|--|--|
| Credential available                           | Full Certificate   |
| Course code/name                               | CUA30420 Certificate III in Live Production and Services |
| ATAR eligible                                  | Yes  |
| Mandatory placement hours                      | 70 hours   |
| SBAT available                                 | Yes - See your Careers Adviser for information           |
| Specialisation required for full qualification | Yes  |



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:  
[www.education.nsw.gov.au/school-delivered-vet](http://www.education.nsw.gov.au/school-delivered-vet)



## 2026 Hospitality Course Descriptor

### SIT20322 Certificate II in Hospitality

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

#### Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

#### HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

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

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

#### Transferrable industry skills gained in this course

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

#### Examples of occupations in the hospitality industry

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

#### VET requirements

##### Competency-Based Assessment

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

##### Appeals and Complaints

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

#### HSC requirements

##### Mandatory course requirements

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

##### External Assessment (optional HSC examination for ATAR purposes)

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

##### Consumable costs: Preliminary - \$180 per year + (\$90 for Uniform Only)

HSC - \$150 per year

Add school specific equipment and associated requirements for students eg: uniform purchase, White card course. (site specific information)

##### Refunds

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

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

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

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

## School Delivered VET courses



# Hospitality - Food and Beverage

This course focuses on 'front of house' and will give you the skills to prepare a restaurant, serve customers, prepare beverages, and apply the principles of hygiene and food safety.

### Is this course right for me?

This course prepares you to work in a range of hospitality settings, such as restaurants, cafes, bistros and hotels to provide hospitality service using operational skills and basic industry knowledge.

### Where can this course take me?

This course provides a pathway to work in; restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops. Institutions such as; aged care facilities, hospitals, prisons, schools.

This course can lead to further study in courses such as: SIT30622 Certificate III in Hospitality and SIT60422 Diploma in Hospitality Management.

### Subjects that support this career path

- Food Technology
- Business Studies
- Business Services
- Retail Services

|  |  |
|--|--|
| Credential available                           | Full Certificate                       |
| Course code/name                               | SIT20322 Certificate II in Hospitality |
| ATAR eligible                                  | Yes                                    |
| Mandatory placement hours                      | 70 hours                               |
| SBAT available                                 | Yes                                    |
| Specialisation required for full qualification | No                                     |



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[www.education.nsw.gov.au/school-delivered-vet](http://www.education.nsw.gov.au/school-delivered-vet)

| 2026 Fitness Course Descriptor   |  |   |
|--|--|---|
| Statement of Attainment towards SIS30321 Certificate III in Fitness  |  |   |
| <p><i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i></p>   |  |   |
| <b>Course: Fitness</b><br>Board endorsed course (BEC) 240 hours<br>(2 units x 2 years or 4 units x 1 year)   | <b>HSC credit – 4 units</b><br>There is no Australian Tertiary Admission Rank (ATAR) for this course             |   |
| <p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this statement of attainment towards SIS30321 Certificate III in Fitness <a href="https://training.gov.au/training/details/SIS30321">https://training.gov.au/training/details/SIS30321</a> You will be expected to complete all the requirements of the Registered Training Organisation and NESA. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> <p><b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b></p> |  |   |
| Transferrable industry skills gained in this course  |  |   |
| <ul style="list-style-type: none"> <li>organisational skills</li> <li>teamwork</li> <li>communication</li> </ul>   | <ul style="list-style-type: none"> <li>adaptability</li> <li>problem solving</li> <li>time management</li> </ul> |   |
| Examples of occupations in the fitness industry  |  |   |
| <ul style="list-style-type: none"> <li>group fitness instructor</li> <li>personal trainer</li> </ul>   | <ul style="list-style-type: none"> <li>aqua fitness instructor</li> <li>gym fitness instructor</li> </ul>        |   |
| VET requirements   |  |   |
| <p><b>Competency-Based Assessment</b><br/>           In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to complete the tasks required in the assessments.</p> <p><b>Appeals and Complaints</b><br/>           You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines</p>   |  |   |
| HSC requirements   |  |   |
| <p><b>Mandatory course requirements</b><br/>           You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p> <p><b>External Assessment</b><br/>           There is no external assessment (optional HSC examination) for this course.</p>   |  |   |
| <p><b>Consumable costs: Preliminary</b> - \$100 per year<br/>           Add school specific equipment and associated requirements for students eg: uniform purchase, White card course. (site specific information)</p>  | <p><b>HSC</b> - \$100 per year</p>   | <p><b>Refunds</b><br/>           Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p> |
| <p>A school-based traineeship is available in this course. For more information <a href="https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-iii-fitness">https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-iii-fitness</a></p>  |  |   |
| <p><b>Exclusions:</b> Students wanting to complete more than one course in the Sport, Fitness and Recreation Training Package are advised to consult with NESA VET course exclusions. General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>  |  |   |

## School Delivered VET course



# Fitness

Do you love sport and exercise? Interested in the science behind it? Then this is the course for you. You will learn about anatomy and physiology principles, plan, deliver and monitor exercise programs and how to make healthy eating recommendations.

### Is this course right for me?

This course prepares you for employment as a fitness instructor in settings such as fitness facilities, gyms, as well as leisure and community centres. Fitness instructors may plan and deliver group exercise sessions and develop gym-based programs for individuals.

### Where can this course take me?

Potential job roles in a wide variety of fitness settings including:

- personal trainer
- fitness facility manager
- special needs trainer
- trainer or manager of gymnasiums and sports centres.

Further study in courses such as SIS50115 Diploma in Sport and Recreation Management can lead to management roles in a wide range of sport and leisure facilities and with associated sporting organisations

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### Subjects that support this career path

- PDHPE
- Biology
- Business Studies
- Sport, Lifestyle and Recreation

|  |                                     |
|--|-------------------------------------|
| Credential available                           | Full Certificate                    |
| Course code/name                               | SIS30321 Certificate III in Fitness |
| ATAR eligible                                  | No                                  |
| Mandatory placement hours                      | 70 hours                            |
| SBAT available                                 | Yes                                 |
| Specialisation required for full qualification | No                                  |



For more information contact your VET Coordinator / Careers Adviser, or visit our Internet site:  
[www.education.nsw.gov.au/school-delivered-vet](http://www.education.nsw.gov.au/school-delivered-vet)



## **Board Endorsed Courses**

*All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement.*

*However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).*

*There is no external examination for Board Endorsed Courses.*

*Assessment is school based.*



## Course: Sport, Lifestyle and Recreation Studies

## NON ATAR COURSE

Content Endorsed Course  
2 units in total

**Exclusions:** Nil

### Course Description

The Sport, Lifestyle and Recreation Content endorsed course develops in each student the knowledge, understanding and skills needed to adopt active and health promoting lifestyles.

Through the study of Sport, Lifestyle and Recreation students will develop:

- ◆ knowledge and understanding of the principles and processes impacting on the realisation of movement potential;
- ◆ knowledge and understanding of the factors that influence health and participation in physical activity;
- ◆ the ability to analyse and implement strategies that promote health, physical activity and enhanced performance;
- ◆ a capacity to influence the participation and performance of self and others;
- ◆ a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

The students will need to complete between 6 and 12 modules from the following list:

- |                                     |  |
|-------------------------------------|--|
| 1. Aquatics                         | 9. Healthy Lifestyle                       |
| 2. Athletics                        | 10. Individual Games & Sports Applications |
| 3. Dance                            | 11. Outdoor recreation                     |
| 4. First Aid and Sports Injuries    | 12. Resistance Training                    |
| 5. Fitness                          | 13. Social Perspectives of Games & Sport   |
| 6. Games and Sports Applications I  | 14. Sports Administration                  |
| 7. Games and Sports Applications II | 15. Sports Coaching & Training             |
| 8. Gymnastics                       |  |

### Assessment Weighting

| Component                   | Weighting % |
|-----------------------------|-------------|
| Knowledge and Understanding | 50          |
| Skills                      | 50          |
|                             | <b>100</b>  |



Content Endorsed Course  
2 units in total

**Exclusions:** Nil

**Course Description**

The Numeracy Content Endorsed Course (CEC) is a new course focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy.

This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts.

This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. Students who have already met the HSC minimum standard in numeracy are better placed studying Mathematics Standard or Advanced in Year 11.

The course can count towards the Higher School Certificate and appear on the student's Record of School Achievement (RoSA). Where students request a RoSA, the Numeracy course will be listed with their other Stage 6 courses.

# TAFE Delivered VET Courses for Schools

## Program Aim and Objectives

The program aims to increase the educational and vocational opportunities available to senior secondary students and gain credentials from both the NSW Education Standards Authority (NESA) and the Department of Education.

Students who participate in TVET courses undertake TAFE vocational studies as part of their regular secondary program of study. The courses are composed of established TAFE subjects that have been either developed or endorsed by the NSW Education Standards Authority (NESA).

Students who successfully complete a TVET course can expect to:

- ♦ broaden their educational and vocational options;
- ♦ receive credentials from both the NSW Education Standards Authority (NESA) and TAFE;
- ♦ receive advanced standing for future studies at TAFE;
- ♦ acquire entry level vocational skills;
- ♦ experience learning in an adult environment.

## Program Structure

These courses are generally studied at a TAFE college on Monday or Wednesday afternoons. Students leave school at the beginning of lunch and make their own way to the TAFE College. They are responsible for their own travel arrangements and costs. TVET courses are dual accredited vocational courses which are either Board developed or Board endorsed.

## Courses Offered

The proposed courses offered by TAFE Colleges in Western and South Western Sydney are listed on the following pages. For lists of proposed courses offered by other Colleges see Careers Adviser.

**Actual TVET courses offered are not determined until after applications have been received.**

## Altering Your Pattern of Study

If you choose to study a TAFE delivered Vocational HSC course you will be required to study this course **in addition** to your six schools based subjects for at least one term. At the end of this time you may apply to alter your pattern of study.

## Attendance

Studying at TAFE is a significant commitment and you should think carefully as to whether you are willing to do the required study and can cope with the long hours and travel involved. Attendance is compulsory and absences will result in you failing to meet the requirements of the course.

## Applying

To be accepted for a TAFE delivered Vocational HSC course you will be required to complete an application form – which includes parental permission.

**It is your responsibility to obtain and submit the form to** Careers Adviser with your latest set of school reports. Mr. Dewhurst will notify you whether you have been accepted.



Australian Government  
Australian Skills Quality Authority



## TAFE Delivered VET Courses for Schools

The following courses may be available in both the Industry Curriculum Framework (CF) and Non-Framework (NF) areas. Industry curriculum framework courses run for two years and count towards the ATAR.

### Curriculum Framework Courses

Accounting  
Automotive  
Business Services  
Construction  
Electro technology  
Entertainment Industry

Information Technology  
Metals & Engineering  
Primary Industries Agriculture  
Retail Services  
Tourism



### Non Framework Courses

Aboriginal or Torres Strait Islander Cultural Arts  
Aeroskills (Mechanical)  
Aged Care Introduction  
Animal Care  
Automotive Airbrushing  
Automotive Electrical Sound System Installation  
Automotive Painting  
Automotive Panel Beating  
Aviation – Aircraft Operation (theory)  
Beauty Therapy  
Business Services (legal Services Administration)  
Children's Services  
Community Recreation Fitness  
Computer Assisted Design (CAD)  
Creative Industries (Media)  
Design Fundamentals  
Electro technology (Computer Assembly & Repair)  
Fashion & Textiles  
Floristry

Hairdressing  
Health Services Assistance  
Horse Industry Skills  
Horse Racing Industry  
Human Resources  
Laboratory Skills  
Marketing  
Media Journalism  
Music Industry Foundation  
Nursing Acute Care Environment  
Nursing Studies  
Outdoor Recreation  
Plumbing Techniques  
Property Services  
Recreational Fishing Industry  
Screen & Media – Imaging & Design  
Screen & Media – Radio Broadcasting  
Shopfitting  
Transport & Distribution (Warehousing & Storage)  
Visual Arts & Contemporary Crafts

Hospitality