



# Gosford High School

**Integrity - Excellence - Spirit**

**Diversity - Opportunity**



Year 11 - 2024  
&  
Year 12 - 2025  
Course  
Information  
Booklet

This booklet contains essential information for students choosing courses for Years 11 & 12

# Introduction

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Preparation for senior school is an important task as it is one that will shape a student's approach to Year 11 and Year 12.

This booklet, the NSW Education Standards Authority (NESA) publications for students and parents, UAC booklet, the university information days, the subject videos, the Academic Interviews and advice from teachers are all designed to assist students in this process. The HSC is a credential that all senior students can aspire to; whether their goal is to enter university, TAFE, the complex modern workplace or a combination of these when schooling is completed.

Senior schooling extends over a minimum of two years, Year 11 and Year 12 and a maximum of five years is allowed for Year 12 to be completed. Talented students may be able to complete a Year 12 Course in a subject a year early through acceleration, as long as they have completed the appropriate Year 11 course. The internal (school-based) assessment begins when the Year 12 course commences in Term 4 of Year 11. Descriptions of the courses that our school is offering to students for the Year 11 Course in 2024 can be found in this booklet. In the end, we may not be able to staff and resource all of the courses listed in this booklet due to restrictions on senior class sizes and unavoidable timetable clashes.

In selecting courses, students must consider the general direction of their future careers. This consideration must be made while keeping an eye on the student's actual ability.

Students should do subjects that:

- they enjoy; and
- courses in which they are capable of achieving good results. If a student enjoys coming to class and is getting some success in their learning they have a much better chance of succeeding in that subject.

We encourage students to speak with family and friends who know them well and to speak to their teachers and careers adviser.

In Stage 6, there will be higher expectations placed upon students. A consistent application to study is required along with the completion of mandatory assessment tasks. Time management is therefore very important so that the necessary attention is given to course work while still finding time for leisure, sport and part-time work. Teachers will have the expectation that you strive for your personal best at all times whilst maintaining a balanced lifestyle. Your teachers and the school wellbeing team will provide support so that you can achieve academic outcomes at the highest possible level.

School requirements match the NSW Educational Standards Authority (NESA) requirements and as such, you are expected to abide by all of the policies and procedures. The following pages provide details about each course being offered at our school. Pay close attention to course prerequisites, exclusions, particular course requirements and courses with major projects.

We look forward to working with students and parents over the course of the next two years.

# Introduction and Common Terms

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Are you  
interested in this  
course?



Do you think you  
can achieve  
success in this  
course?

The **Year 11 Course** is a pre-requisite to and precedes the Year 12 Course. It is taught at Gosford High School in the first three terms of Year 11. There are NO external examinations for the Year 11 course.

The Higher School Certificate (HSC) is an exit certificate awarded and issued by the NSW Education Standard Authority (NESA) and marks the completion of 13 years of schooling. This accreditation is the gateway to further study and employment and presents a profile of student achievement in a set of courses.

NESA clearly states that to be eligible for an HSC a student must have:

- attended school regularly and have applied yourself with diligence and sustained effort.
- studied the pattern of courses required by NESA.
- completed the course and met the outcomes – including coursework, set assessment tasks, practicals, orals, projects or major works.
- sat for and made a serious attempt at the Higher School Certificate examinations.

## **Reporting student achievement in the HSC**

For most ATAR courses, the NESA reports student achievement against published standards by:

- an examination mark
- a school assessment
- an HSC mark
- a performance band

**NESA** sets the pattern of study and minimum requirements for achieving the HSC. NESA is responsible for all syllabus documents and external examinations.

For more information visit the website: <http://educationstandards.nsw.edu.au>

**The ATAR – Australian Tertiary Admission Rank** is a number which the universities use to assist them with the selection of students to undertake university courses following the HSC. The ATAR is a numerical measure of a student's overall academic achievement in the HSC in relation to that of other students. This measure allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by universities, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to university.

To be eligible for an ATAR a student must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- ten units of Board Developed courses
- two units of English
- three Board Developed courses of two units or greater
- four subjects.

The ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- the best two units of English
- the best eight units from the remaining units.

Marks to be included in the ATAR calculations can be accumulated over a five year period but if a course is repeated only the last satisfactory attempt is used in the calculation of the ATAR.

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

### **Extension Courses**

Extension study is available in a number of subjects. Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course and are available in English, History, Japanese, Mathematics, Music and Science.

Only English and Mathematics Extension Courses are available at both Year 11 and HSC levels. Students must study the Year 11 Extension Course in these subjects before proceeding to the two Year 12 courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

Year 12 Extension course in subjects other than English and Mathematics are offered and examined in Year 12 only.

# Studying for the NSW Higher School Certificate

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## What courses do you have to study?

There are some rules about the courses you need to study to gain an HSC.

- You must complete **at least 12 Year 11 units** (usually studied in Year 11) and 10 HSC units (usually studied in Year 12)
- Most courses are worth 2 units although some, including HSC Extension courses, are 1 unit
- The Year 11 component of a course must be completed before starting the HSC component.

\* At Gosford High School Year 11 extension courses are additional to the 12 units of study in Year 11.

\* All Year 10 students will have an accelerated course.

## In both Year 11 and Year 12 your subject selection must include at least:

- Two units of English
- Six units of Board Developed Courses
- Three courses of 2 units or greater
- Four subjects

## Are there different categories of courses?

There are two main categories of courses – Board Developed and Board Endorsed.

### Board Developed Courses

These are the large number of courses set and examined by the NESA including courses in the areas of English, Mathematics, Science, Technology, Creative Arts, Personal Development, Health and Physical Education, Human Society and Its Environment, Languages and Vocational Education and Training (VET) Industry Curriculum Frameworks. Most Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Developed Courses are usually 2 units, with the exception of Studies of Religion I (1 unit), most Extension Courses (1 unit) and some VET courses.

Not all Board Developed Courses are offered for study at Gosford High School.

### Board Endorsed Courses

These courses are endorsed by schools, TAFE and universities. They count towards an HSC but do not have an HSC examination and do not contribute towards calculation of a student's ATAR.

No Board Endorsed Courses are offered for study at Gosford High School.

## Can you change courses after you have started?

Early in Year 11, the school submits to NESA the list of courses each student expects to complete that year. If you wish to change courses after the list has been submitted you need to apply to your school principal by Week 3 Term 1, 2024.

## What to consider when making your course choices

You should choose courses that you are good at, interested in and may use in the future. Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections. Also, make sure you ask for information about any prerequisites for your future study or work plans.

### **Where can you find information about the different HSC courses?**

This booklet will help with this information. Also, NESA publishes syllabuses for every Board Developed Course. Board syllabuses contain information about course content and assessment requirements. Copies of Board syllabuses are provided to your school and are published on NESA's website.

Some Year 12 courses also have prescribed texts, topics, projects and works that must be studied for the HSC. Make sure you are aware of the requirements of your courses by talking with your Year Adviser/Careers Adviser.

Course descriptions are available under **HSC Syllabuses** on NESA's website.

### **Other useful websites**

#### **NSW Education Standards Authority (NESA)**

<http://educationstandards.nsw.edu.au>

#### **School A to Z**

<http://www.schoolatoz.nsw.edu.au/homework-and-study/planning-for-the-future/year-10-subject-selection>

#### **NSW Students Online**

<http://studentsonline.nesa.nsw.edu.au>

#### **Universities Admissions Centre**

[www.uac.edu.au](http://www.uac.edu.au)

<https://www.uac.edu.au/future-applicants/year-10-students>

<https://www.uac.edu.au/future-applicants/subject-compass>

<https://www.uac.edu.au/future-applicants/atar>

<https://www.youtube.com/c/UACDigital/videos>

#### **My Future – Occupations**

[www.myfuture.edu.au](http://www.myfuture.edu.au)

### **Want to know more?**

Go to **How your HSC works** at

- <http://educationstandards.nsw.edu.au>
- <http://studentsonline.nesa.nsw.edu.au>

**Below is a list of faculty head teachers** and other staff who would be able to answer any questions you have about a particular course.

Aboriginal Studies	Mr Dewell
Agriculture	Mrs Shaddock
Ancient History	Mr Dewell
Biology	Mrs Barbeler
Business Studies	Mr Dewell
Careers	Ms Brady
Chemistry	Mrs Barbeler
Chinese Continuers	Ms Brownlee
Design and Technology	Mrs Shaddock
Drama	Mr Sohier
Economics	Mr Dewell
Engineering Studies	Mrs Shaddock
English – all levels	Ms Kirwan
Food Technology	Mrs Shaddock
French – Beginners, Continuers and Extension	Ms Brownlee
Geography	Mr Dewell
Year 12 History Extension	Mr Dewell
Industrial Technology Multimedia	Mrs Shaddock
Investigating Science	Mrs Barbeler
Japanese – Beginners, Continuers & Year 12 Extension	Ms Brownlee
Legal Studies	Mr Dewell
Mathematics –all levels	Mr Scovell
Modern History	Mr Dewell
Music	Mr Sohier
PD/Health/PE	Mr Titheradge
Physics	Mrs Barbeler
Spanish - Beginners	Ms Brownlee
Society and Culture	Mr Dewell
Software Engineering	Mrs Shaddock
Studies of Religion	Mr Dewell
Textiles and Design	Mrs Shaddock
Visual Arts	Mr Sohier

## FEES FOR COURSES AVAILABLE FOR INITIAL SELECTION

	Fees Year 11/12
Aboriginal Studies	Nil
Agriculture	\$50/\$50
Ancient History	\$20
Biology	\$60/\$60
Business Studies	Nil
Chinese Continuers	\$50/\$50
Chemistry	\$60/\$60
Design & Technology	\$60/\$80
Drama	\$55/\$55
Economics	
Engineering Studies	\$60/\$40
English – all levels	
Food Technology	\$135/\$120
French – Beginners	\$50/\$50
French – Continuers	\$50/\$50
French – Extension	\$50
Geography	\$20
History Extension (Year 12 only)	\$10
Investigating Science	\$60/\$60
Japanese Beginners	\$50/\$50
Japanese – Continuers	\$50/\$50
Japanese Extension (Year 12 only)	\$50
Legal Studies	Nil
Mathematics –all levels	\$20
Modern History	\$10/\$20
Music (both levels)	\$55/\$55
PD/Health/PE	\$25/\$25
Physics	\$60/\$60
Society and Culture	Nil
Software Engineering	\$40/\$40
Spanish - Beginners	\$50/\$50
Studies of Religion	Nil
Textiles and Design	\$55/\$70
Visual Arts	\$80/\$80
NOTE: Information on EVET, Extension Courses in History, Languages and Music have also been included for forward planning	To be confirmed

**NB – These may be subject to alteration**



<b>Course: Aboriginal Studies</b>			
2 units for each of Year 11 and Year 12			
Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>			
<p>Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens. Aboriginal history and culture are fundamental to the development of Australian identity. Aboriginal Studies acknowledges the contribution of Aboriginal cultures and communities to Australian society.</p> <p>For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. Students will develop analytical skills, the ability to pursue independent research and the ability to be an active and informed citizen, essential for many jobs in government, social welfare and community organisations.</p>			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b>			
<ul style="list-style-type: none"> <li>• Part I – Aboriginality and the Land</li> <li>• Part II – Heritage and Identity</li> <li>• Part III – International Indigenous Community: Comparative Study</li> <li>• Part IV – Research and Inquiry Methods: Local Community Case Study</li> </ul>			
<b>Year 12 Course</b>			
<ul style="list-style-type: none"> <li>• <b>Part I – Social Justice and Human Rights Issues</b></li> </ul> <p>A – Global Perspective <i>and</i> B – Comparative Study</p> <ul style="list-style-type: none"> <li>• <b>Part II – Case Study: An Aboriginal Community</b></li> </ul> <p>A. Aboriginality and the Land <i>or</i> B. Heritage and Identity</p> <ul style="list-style-type: none"> <li>• <b>Part III – Research and Inquiry Methods – Major Project</b></li> </ul>			
<b>Particular Course Requirements:</b>			
Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time.			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A three-hour written examination	50%	Knowledge and understanding of course content	40%
School-based Assessment	50%	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25%
		Research and inquiry methods, including aspects of the Major Project	20%
		Communication of information, ideas and issues in appropriate forms	15%
TOTAL	100%	TOTAL	100%

<b>Course: Agriculture</b>			
2 units for each of Year 11 and Year 12			
Board Developed Course		<b>Exclusions: Nil</b>	
<b>Course Description:</b>			
The Year 11 course shows the relationship between agricultural production, marketing, and management, while giving consideration to the issue of sustainability of the farming system. This course covers a wide range of plant, animal and environmental science topics.			
The Year12 course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b>			
<ul style="list-style-type: none"> <li>• Overview of Australian Agriculture (15%)</li> <li>• The Farm Case Study (25%)</li> <li>• Plant Production (30%)</li> <li>• Animal Production (30%)</li> </ul>			
<b>Year12 Course</b>			
<ul style="list-style-type: none"> <li>• Plant/Animal Production (50%)</li> <li>• Farm/Product Study (30%)</li> </ul>			
<b>Electives (20%)</b>			
<ul style="list-style-type: none"> <li>• Agrifood, Fibre &amp; Fuel Technologies</li> <li>• Climate Challenge</li> <li>• Farming in the 21<sup>st</sup> century</li> </ul>			
<b>Particular Course Requirements:</b>			
Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time.			
<b>Assessment: Year 12 Course Only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A three hour written examination	100	Farm/Product Study	30
		Plant/Animal Production	50
		1 Electives	20
	100		100

<b>Course: Ancient History</b>			
2 units for each of Year 11 and Year 12		Exclusions: Nil	
Board Developed Course			
<b>Course Description:</b>			
<p>The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours still relevant today. Ancient History equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. The study of Ancient History requires students to understand and use historical concepts and skills, drawing upon the methods used by historians and archaeologists to investigate sources from the past, and to communicate their findings and interpretations. Ancient History also raises important ethical issues associated with the cultural past. The study of Ancient History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning.</p>			
<b>Year 11 Course</b>			
<b>Part 1: Investigating Ancient History</b>			
a. The Nature of Ancient History [at least ONE option must be studied]			
b. Case Studies - at least TWO case studies must be investigated. One must be from Egypt, Greece, Rome or Celtic Europe. The second must be from the Near East, Asia, the Americas or Australia.			
<b>Part 2: Features of Ancient Societies.</b> Students study at least TWO ancient societies through an investigation of a different key feature for each society, OR one key feature across the selected societies.			
<b>Part 3: Historical Investigation.</b> The investigation can be integrated or treated separately, and be conducted individually or collaboratively.			
<b>Year 12 Course</b>			
Students are required to study Parts 1, 2, 3 & 4 of the course. Each part has equal weighting.			
Part 1: Core Study: Cities of Vesuvius – Pompeii and Herculaneum			
Part 2: ONE 'Ancient Societies' topic			
Part 3: ONE 'Personalities in their Times' topic			
Part 4: ONE 'Historical Periods' topic			
<b>Assessment: Year 12 course only</b>			
<b>External assessment</b>	<b>Weighting %</b>	<b>School-based Assessment</b>	<b>Weighting %</b>
3 hour written examination: <i>Section I – 3 or four source based questions (25 marks)</i> <i>Section II – one extended response (25 marks)</i> <i>Section III – one extended response (25 marks)</i> <i>Section IV – Three or four questions (25 marks)</i>	50%	Knowledge and understanding of course content	40%
		Historical skills in the analysis and evaluation of sources and interpretations	20%
		Historical inquiry and research	20%
		Communication of historical understanding in appropriate forms	20%
School-based Assessment	50%		
TOTAL	100%	TOTAL	100%

<b>Course: Biology</b>			
2 units for each of <b>Year 11</b> and Board Developed Course			
<b>Course Description:</b>			
<p>The <i>Biology Stage 6 Syllabus</i> explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.</p>			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b>			
<ul style="list-style-type: none"> <li>• Module 1: Cells as the Basis of Life</li> <li>• Module 2: Organisation of Living Things</li> <li>• Module 3: Biological Diversity</li> <li>• Module 4: Ecosystem Dynamics</li> </ul>			
<b>Year 12 Course</b>			
<b>Core Topics</b>			
<ul style="list-style-type: none"> <li>• Module 5: Heredity</li> <li>• Module 6: Genetic Change</li> <li>• Module 7: Infectious Disease</li> <li>• Module 8: Non-infectious Disease and Disorders</li> </ul>			
<b>Particular Course Requirements:</b> The Year 11 course includes a field study and both the Year 11 and Year 12 courses include depth studies (15 hours) and practical experiences. Total indicative hours 60.			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A 3 hour written examination (HSC). Approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically will be integrated throughout the examination. Objective response questions worth 20 marks in Section 1. Section 2 will contain 20 to 25 items with at least 2 items worth 7 to 9 marks each.	100	Skills and content of working scientifically  Knowledge and understanding	60  40
	100		100

<b>Course: Business Studies</b>			
2 units for each of Year 11 and Year 12			
Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>			
As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies, the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment. By completing this course students will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b>			
<ul style="list-style-type: none"> <li>• Nature of Business (20%) – the nature and role of business in a changing business environment</li> <li>• Business Management (40%) – nature and responsibilities of management in the business environment</li> <li>• Business Planning (40%) – processes of establishing a small to medium business enterprise</li> </ul>			
<b>Year 12 Course</b>			
<ul style="list-style-type: none"> <li>• Operations (25%) – strategies for effective operations management in large businesses</li> <li>• Marketing (25%) – the main elements involved in the development and implementation of successful marketing strategies</li> <li>• Finance (25%) – role of interpreting financial information in the planning and management of a business</li> <li>• Human Resources (25%) – contribution of human resource management to business performance</li> </ul>			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A three-hour written examination, including: <i>Section I: Objective response questions (20 marks)</i> <i>Section II: Short-answer questions (40 marks)</i> <i>Section III: One extended response question, Business report format (20 marks)</i> <i>Section IV: One extended response question (20 marks)</i>	50%	Knowledge and understanding of course content  Inquiry and research  Stimulus-based skills  Communication of business information, ideas and issues in appropriate forms.	40%  20%  20%  20%
School-based assessment	50%		
TOTAL	100%	TOTAL	100%

<b>Course: Chinese Continuers</b>			
2 units for each of Year 11 and Year 12 Board Developed Course			
<b>Prerequisites:</b> ROSA 200 hour Elective Chinese or equivalent knowledge is assumed.			
<b>Exclusions:</b> Chinese Beginners; Chinese in Context; Chinese and Literature Other eligibility rules apply to the study of this subject. <i>Students who speak Chinese at home ARE ELIGIBLE to study this course as long as they have not spent more than 3 of the past 10 years living in a Chinese-speaking country and have not completed more than 1 year of education in a Chinese school.</i>			
<b>Course Description:</b> <b>The Year 11 Course</b> allows students to develop skills in, and knowledge and understanding of, Chinese. They will complete tasks using a range of texts and text types that reflect the prescribed themes and associated topics. Students will also gain an insight into the culture and the language of Chinese-speaking communities through the study of a range of texts. <b>The Year 12 Course</b> continues with the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Chinese and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Chinese-speaking communities will develop further.			
<b>Main Topics Covered:</b>  <b>The prescribed topics will be studied from three themes:</b>			
<ul style="list-style-type: none"> <li>• the individual</li> <li>• the Chinese-speaking communities</li> <li>• the changing world.</li> </ul>			
<b>Topics include:</b> Personal identity, education and aspirations, recreation and leisure, travel experiences, history and culture, lifestyles, youth issues, the world of work and tourism and hospitality.			
<b>Students' language skills are developed through tasks such as:</b>			
<ul style="list-style-type: none"> <li>• conversation</li> <li>• responding to a variety of spoken texts</li> <li>• responding to a variety of written material</li> <li>• writing for a variety of purposes</li> <li>• studying Chinese culture through texts.</li> </ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A 10-minute oral examination: Conversation	20	Speaking Listening and responding Reading and responding	20 30 30
A written examination (3 hours) consisting of: Listening and responding Reading and responding	25	Writing in Chinese	20
– Part A	25		
– Part B	15		
Writing in Chinese	15		
	100		100

<b>Course: Chemistry</b>			
2 units for each of Year 11 and Year 12 Board Developed Course			
<b>Course Description:</b>			
<p>The <i>Chemistry Stage 6 Syllabus</i> explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact. Chemistry is a fundamental science that often provides the unifying link in interdisciplinary studies.</p> <p>The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.</p>			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b>			
<ul style="list-style-type: none"> <li>• Module 1: Properties and Structure of Matter</li> <li>• Module 2: Introduction to Quantitative Chemistry</li> <li>• Module 3: Reactive Chemistry</li> <li>• Module 4: Drivers of Reactions</li> </ul>			
<b>Year 12 Course</b>			
<b>Core Topics</b>			
<ul style="list-style-type: none"> <li>• Module 5: Equilibrium and Acid Reactions</li> <li>• Module 6: Acid/Base Reactions</li> <li>• Module 7: Organic Chemistry</li> <li>• Module 8: Applying Chemical Ideas</li> </ul>			
<b>Particular Course Requirements:</b>			
Both the Year 11 and Year 12 courses include depth studies (15 hours) and practical experiences. Total 60 indicative hours.			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A 3 hour written examination (HSC). Approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically will be integrated throughout the examination. Objective response questions worth 20 marks in Section 1. Section 2 will contain 20 to 25 items with at least 2 items worth 7 to 9 marks each.	100	Skills and content of working scientifically	60
		Knowledge and understanding	40
	100		100

<b>Course: Design and Technology</b>			
2 units for each of Year 11 and Year 12 Board Developed Course			
<b>Course Description</b>			
<p>The Year 11 course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Year 11 course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.</p> <p>The Year 12 course applies the knowledge and understanding of designing and producing from the Year 11 course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the Year 12 mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.</p>			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b>			
Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.			
<b>Year 12 Course</b>			
Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.			
<b>Particular Course Requirements</b>			
<p>In the Year 11 course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the YEAR 12 course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.</p> <p>In the Year 12 course the activities of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Year 11 course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.</p>			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
Written examination 1hr 30 min worth 40%	10	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	40
Section I	15	<ul style="list-style-type: none"> <li>Knowledge and skills in designing, managing, producing and evaluating a MDP</li> </ul>	60
Section II	15		
Section III	60		
Major Design Project			
	100		100



<b>Course: Drama</b>			
2 units for each of Year 11 and Year 12 Board Developed Course <b>Exclusions:</b> projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject			
<b>Course Description:</b> Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. <b>Year 11 course</b> content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. <b>Year 12 Course content</b> Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The <b>Group Performance</b> (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the <b>Individual Project</b> , students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.			
<b>Main Topics Covered:</b> <b>Year 11 Course</b> Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles <b>Year 12 Course</b> Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project			
<b>Particular Course Requirements:</b> The Year 11 course informs learning in the Year 12 course. In the study of the Year 12 theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published 'Course Prescriptions' include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the Year 12 course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other Year 12 course when choosing Individual Projects.			
<b>Assessment Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
<b>Written examination</b> <i>Section I – Australian Drama and Theatre</i> One extended response question	20	Making	40
<i>Section II – Studies in Drama and Theatre</i> Candidates answer one extended response question	20	Performing	30
<b>Group Performance</b>	30	Critically Studying	30
<b>Individual Project</b>	30		
	<b>100</b>		<b>100</b>

<b>Course: Economics</b>			
2 units for each of Year 11 and Year 12			
Board Developed Course		<b>Exclusions: Nil</b>	
<b>Course Description:</b> 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:			
<b>Year 11 Course</b>			
<ul style="list-style-type: none"> <li>• Introduction to Economics (10%) – the nature of economics and the operation of an economy</li> <li>• Consumers and Business (10%) – the role of consumers and business in the economy</li> <li>• Markets (20%) – the role of markets, demand, supply and competition</li> <li>• Labour Markets – (20%) the workforce and role of labour in the economy</li> <li>• Financial Markets (20%) – the financial market in Australia including the share market</li> <li>• Government in the Economy – (20%) the role of government in the Australian economy</li> </ul>			
<b>Year 12 Course</b>			
<ul style="list-style-type: none"> <li>• The Global Economy (25%) – Features of the global economy and globalisation</li> <li>• Australia's Place in the Global Economy (25%) – Australia's trade and finance</li> <li>• Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management.</li> <li>• Economic Policies and Management (25%) – the range of policies to manage the economy</li> </ul>			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A three-hour written examination, including: <i>Section I: Objective responses questions (20 marks)</i> <i>Section II: Short answer questions (40 marks)</i> <i>Section III: One stimulus-based extended response question (20 marks)</i> <i>Section IV: One extended response question (20 marks)</i>	100%	Knowledge and understanding of course content	40%
		Stimulus-based skills	20%
		Inquiry and research	20%
		Communication of economic information, ideas and issues in appropriate forms	20%
School-based assessment	50%		
TOTAL	100%	TOTAL	100%

<b>Course: Engineering Studies</b>			
2 units for each of Year 11 and Year 12			
Board Developed Course		<b>Exclusions: Nil</b>	
<b>Course Description:</b> Both Year 11 and Year 12 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.			
<b>Main Topics Covered:</b>			
<b>Year 11 Course:</b> Students undertake the study of 4 compulsory modules:			
<ul style="list-style-type: none"> <li>• Three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: <ul style="list-style-type: none"> <li>➤ engineering fundamentals</li> <li>➤ engineering products</li> <li>➤ braking systems</li> </ul> </li> <li>• One focus module relating to the field of Biomedical engineering.</li> </ul>			
<b>Year 12 Course:</b> Students undertake the study of 4 compulsory modules:			
<ul style="list-style-type: none"> <li>• two application modules relating to the fields of Civil structures and Personal and Public Transport</li> <li>• two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.</li> </ul>			
<b>Particular Course Requirements</b>			
<b>Engineering Report:</b>			
<b>Year 11 Course</b> Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.			
<b>Year 12 Course</b> Students are required to produce <b>one</b> engineering report from either of the two engineering application modules, and <b>one</b> from either of the two engineering focus modules.			
One engineering report from the Year 11 course and one engineering report from the Year 12 course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.			
<b>Assessment: Year 12 course only</b>			
<b>External assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A three hour written examination <b>Section I</b> Objective response questions	20	Knowledge and understanding of course content	60
		Knowledge and skills in research, problem solving and communication related to engineering practice	40
<b>Section II</b> Short-answer questions	80		
	100		100

<b>Course: English Advanced</b>			
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> English Standard English Studies; English EAL/D	
<b>Course Description:</b>			
<ul style="list-style-type: none"> <li>In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</li> <li>In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction. In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.</li> </ul>			
<b>Main Topics Covered:</b>			
<b>Year 11:</b> The course has two sections:			
<ul style="list-style-type: none"> <li>Content common to the English Standard and English Advanced courses is undertaken through a unit called <i>Reading to Write: Transition to Senior English</i>.</li> <li>Two additional modules: <i>Critical Study of Literature</i> and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.</li> </ul>			
<b>Year 12:</b> The course has two sections:			
<ul style="list-style-type: none"> <li>The Year 12 Common Content consists of one module, <i>Texts and Human Experiences</i> which is common to the Year 12 Standard, the Year 12 Advanced and the Year 12 English Studies courses where students analyse and explore texts and apply skills in synthesis.</li> <li>Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.</li> </ul>			
<b>Particular Course Requirements:</b>			
Across the English Advanced Stage 6 course students are required to study:			
<ul style="list-style-type: none"> <li>A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> <li>Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.</li> <li>A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples and texts with a wide range of cultural, social and gender perspectives.</li> </ul>			
<b>Year 11:</b> Students are required to study:			
<ul style="list-style-type: none"> <li>A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> <li>A wide range of additional related texts and textual forms.</li> </ul>			
<b>Year 12:</b> Students are required to study:			
<ul style="list-style-type: none"> <li>At least four prescribed texts, one drawn from each of the following categories: Shakespearean drama: prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text or may be selected from one of the categories already used.</li> <li>At least two additional prescribed texts from the list provided in Module C: <i>The Craft of Writing</i>.</li> <li>At least one related text in the Common Module: <i>Texts and Human Experiences</i>.</li> </ul>			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting %</b>	<b>School-based Assessment</b>	<b>Weighting %</b>
Two written examinations: Paper One -Common Module Text and the Human Experience Paper Two- Modules	100	Knowledge and understanding of course content	50
		Skills in: <ul style="list-style-type: none"> <li>comprehending texts</li> <li>communicating ideas</li> <li>using language accurately, appropriately and effectively</li> </ul>	50
	100		100

<b>Courses: Year 11 English Extension Year 12 English Extension 1 Year 12 English Extension 2</b>			
1 unit of study for each of Year 11 and Year 12 courses			
<b>Prerequisites:</b> (a) English Advanced Course (b) Year 11 English Extension Course is prerequisite for Extension Course 1 (c) Year 12 Extension Course 1 is A prerequisite for Extension Course 2			
<b>Exclusions:</b> English Standard English Studies, English EAL/D			
<b>Course Description:</b> 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. <ul style="list-style-type: none"> <li>In the Year 12 English Extension 1 Course, students explore ideas of value and consider how cultural values and systems of valuation arise.</li> <li>In the Year 12 English Extension 2 Course, students develop a sustained composition and document their reflection on this process.</li> </ul>			
<b>Main Topics Covered:</b> <b>Year 11 English Extension Course</b> The course has two mandatory sections: <ol style="list-style-type: none"> <li>Module: Texts, Culture and Value. Students study ONE prescribed text from the past and its manifestations in one or more recent cultures.</li> <li>Students research a range of texts as part of their independent project.</li> </ol> <b>Year 12 Extension English 1 Course:</b> The course has a Common Module: <i>Literary Worlds</i> with ONE elective option. <b>Year 12 Extension English 2 Course:</b> The course requires students to complete a Major Work, Reflection Statement and document coursework in a Major Work Journal.			
<b>Particular Course Requirements:</b> <b>Year 11 English Extension Course:</b> Students explore, analyse and critically evaluate different examples of such texts in a range of contexts and media and undertake a related research project. <b>Year 12 English Extension 1 Course</b> requires the study of three prescribed texts (as outlined in the prescriptions document, Year 12 English 2019 - 2023 Electives and Prescribed Texts) and at least two related texts. <b>Year 12 English Extension 2 Course</b> requires completion of a Major Work, a Statement of Reflection and Major Work journal.			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting %</b>	<b>School-based Assessment</b>	<b>Weighting %</b>
One written examination – 50 marks	100	*One formal written examination *A creative response * One task must integrate student selected related material	100
<b>Assessment: Year 12 English Extension 2 Course</b>			
<b>External Assessment</b>	<b>Weighting %</b>	<b>School-based Assessment</b>	<b>Weighting %</b>
Major Work Statement of Reflection	80	Viva Voce	30
	20	Literature Review	40
		Critique of the Creative Process	30
	100		100

<b>Course: Food Technology</b>			
2 units for each of Year 11 and Year 12			
Board Developed Course		<b>Exclusions: Nil</b>	
<b>Course Description</b>			
<p>The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The Year 12 course involves the study of: nutrition, incorporating diet and health. The role of active non nutrients, the impact of disease and influences on nutritional status, sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b>			
<ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul>			
<b>Year 12 Course</b>			
<ul style="list-style-type: none"> <li>• The Australian Food Industry (25%)</li> <li>• Food Manufacture (25%)</li> <li>• Food Product Development (25%)</li> <li>• Contemporary Nutrition Issues (25%)</li> </ul>			
<b>Particular Course Requirements</b>			
<p>There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>			
<b>Assessment: Year 12 course only:</b>			
<b>External Examination</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A three hour written examination		<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> </ul>	40
Section I	20	<ul style="list-style-type: none"> <li>• Knowledge and skills in designing, researching, analysing and evaluating</li> </ul>	30
Section II	50	<ul style="list-style-type: none"> <li>• Skills in experimenting with and preparing food by applying theoretical concepts</li> </ul>	30
Section III	15		
Section IV	15		
	100		100

<b>Course: French Beginners</b>			
2 units for each of Year 11 and Year 12 Board Developed Course <b>Exclusions:</b> French Continuers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.			
<b>Course Description:</b> The French Beginners Stage 6 course is designed for students who wish to begin their study of French at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the French language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5. This is an accelerated course which allows students to develop their language skills rapidly to communicate effectively on the topics below. <b>The Year 11 Course</b> allows students to develop both linguistic (speaking, listening, reading and writing) and intercultural knowledge and understanding according to the prescribed topics below <b>The Year 12 Course</b> allows students to extend and refine their communication skills in French in the prescribed topics, and to gain a deeper knowledge and understanding of language and culture.			
<b>Prescribed Topics:</b> The prescribed topics will be studied from two interdependent perspectives: <ul style="list-style-type: none"> <li>• the personal world</li> <li>• the French-speaking communities.</li> </ul> <p>The prescribed topics are presented as a series of related learning experiences. They include:</p> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations</li> </ul> <p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> <li>• conversation</li> <li>• responding to a variety of spoken texts</li> <li>• responding to a variety of written material</li> <li>• writing for a variety of purposes</li> <li>• studying French culture through texts.</li> </ul>			
<b>Particular Course Requirements: Nil</b>			
<b>Assessment: Year 12 course only:</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A five minute oral examination: Conversation	20	Speaking Listening Reading Writing	20 30 30 20
A written examination (2 ½ hours) consisting of: Listening Reading Writing in French	30 30 20		
	100		100

<b>Course: French Continuers</b>			
2 units for each of <b>Year 11 and Year 12</b> , with the option of a 1 unit Extension course for the Year 12 Course			
<b>Prerequisites:</b> ROSA 200 hour Elective French or equivalent knowledge is assumed.			
<b>Exclusions:</b> French Beginners			
<b>Course Description:</b>			
<p><b>The Year 11 Course</b> allows students to develop skills in, and knowledge and understanding of, French. They will complete tasks using a range of texts and text types that reflect the prescribed themes and associated topics. Students will also gain an insight into the culture and the language of French-speaking communities through the study of a range of texts.</p> <p><b>The Year 12 Course</b> continues with the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of French and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types students' knowledge and understanding of the culture and the language of French-speaking communities will develop further.</p>			
<b>Main Topics Covered:</b>			
<b>The prescribed topics will be studied from three themes:</b>			
<ul style="list-style-type: none"> <li>• the individual</li> <li>• the French-speaking communities</li> <li>• the changing world.</li> </ul>			
<b>Topics include:</b>			
personal identity, relationships, school life and aspirations, leisure and interests, daily life/lifestyles, arts and entertainment, travel and tourism, world of work, current issues, young person's world			
<b>Students' language skills are developed through tasks such as:</b>			
<ul style="list-style-type: none"> <li>• conversation</li> <li>• responding to a variety of spoken texts</li> <li>• responding to a variety of written material</li> <li>• writing for a variety of purposes</li> <li>• studying French culture through texts.</li> </ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A ten minute oral examination: Conversation	20	Speaking	20
		Listening and responding	30
A written examination (3 hours) consisting of: Listening and responding	25	Reading and responding	30
Reading and responding		Writing in French	20
– Part A	25		
– Part B	25		
Writing in French	15		
	15		
	100		100



<b>Course: French Extension</b>			
1 unit (Year 12 ) This is a Board Developed Course. <b>Prerequisites:</b> the French Continuers Year 11 course <b>Corequisites:</b> the French Continuers Year 12 course			
<b>Course Description:</b> The French Extension course is organised around the theme: the individual and contemporary society. A number of issues that exemplify aspects of the theme are prescribed for study (shown below). Students' knowledge and understanding of French language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate French as a medium for communication and creative thought and expression. Students develop their skills to put forward an argument in French with supporting examples and evidence.			
<b>Main Topics Covered:</b>			
<b>Prescribed Text:</b> Les Intouchables (film)			
<b>Prescribed Themes:</b>			
<ul style="list-style-type: none"> <li>• Acceptance <ul style="list-style-type: none"> <li>○ Outcasts</li> <li>○ Stereotype</li> <li>○ Dealing with disability</li> </ul> </li> <li>• Resilience <ul style="list-style-type: none"> <li>○ Friendship</li> <li>○ Social Mobility</li> <li>○ Responsibility and Dependence</li> </ul> </li> <li>• Identity <ul style="list-style-type: none"> <li>○ Social Inequality</li> <li>○ Cultural Differences</li> <li>○ Self-worth</li> </ul> </li> </ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
Oral Examination (monologue)	20	Speaking Text analysis	20 40
Written Examination		Writing	40
- Response to prescribed text	50		
- Writing	30	A variety of assessment tasks will be used to assess outcomes.	
	100		100

<b>Course: Geography</b>			
2 units for each of Year 11 and Year 12			
Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>			
<p>Geography is a life-long interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied. There are four primary reasons why students should study the subject of Geography:</p> <ul style="list-style-type: none"> <li>• By definition, geography provides knowledge of the earth and helps people to plan and make decisions about the spatial dimensions of the world.</li> <li>• Geography provides an intellectual challenge to reach a deeper understanding of the variable character of life on our planet.</li> <li>• With a strong grasp of geography, students are well prepared to explore issues as informed citizens in a changing world.</li> <li>• Students of geography develop skills and understandings to transferable and applicable to a wide range of tertiary courses, professions and trades.</li> </ul> <p>Studies in both physical and human geography provide an important information base on which students investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society. Clarifying analysing, acquiring and judging values and attitudes allows students to respond to geographical issues, questions and problems. Studying Geography Stage 6 prepares students for a wide range of post-school studies and future employment and for active participation as informed citizens.</p>			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b>			
Earth's natural systems: Overview of the uniqueness and diversity of the Earth.			
People, patterns and processes: The diversity and extent of human activity on the Earth's surface on a global scale.			
Human-environment interactions: Natural & human induced change, land cover and climate change.			
Geographical Investigation: Students chose, investigate and create a product about a geographical inquiry in the contemporary world.			
<b>Year 12 Course</b>			
Global sustainability: Pillars of sustainability – social, economic, environmental and cultural. Principles and opportunity.			
Rural and urban places: Size, pattern and spatial distribution of settlements, hierarchies, footprints and strategies.			
Ecosystems and global biodiversity: Nature and complexity of ecosystem functioning and global biodiversity, values, relationships and practices.			
<b>Particular Course Requirements:</b>			
Students complete a senior geography project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and Year 12 courses.			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A three-hour written examination consisting of: Section I: Objective response questions Section II: Short answer questions Section III: Two extended responses	50%	Knowledge and understanding  Geographical tools and skills  Geographical inquiry and research, including fieldwork  Communication of geographical information, ideas and issues in appropriate forms	40%  20%  20%
School-based assessment	50%		20%
TOTAL	100%	TOTAL	100%

<b>Course: History Extension</b>			
1 unit Year 12		Exclusions: Nil	
Board Developed Course			
<b>Course Description:</b>			
<p>The purpose of Year 12 History Extension is to further develop students in relation to historiography and historical enquiry and communication. The focus of the course is not simply content, rather the course is aimed at using specific historical investigations to reflect on the nature of history and how and why approaches and interpretations change over time.</p> <p>Year 12 History Extension provides students with the opportunity to gain greater knowledge and understanding of the ideas and processes historians use to produce history. By undertaking the course students can pursue in greater depth the revelation that history is a living and changing construct. Students also gain a great deal of intellectual challenge and enjoyment from undertaking a historical investigation into an area that they have chosen and developed themselves.</p> <p>Year 12 History Extension fosters the ability of students to approach complex tasks flexibly, to analyse and synthesise data from new situations, to develop considered responses in accordance with a balanced methodology and to reflect on the processes in which they engage. These skills are of particular value to those students intending to undertake tertiary study.</p>			
<b>Main topics covered:</b>			
Part I: What is History? (60% of course time)			
Students use historical debates from ONE Case Study and a source book of historical readings to investigate the question 'What is history?' through the key questions –			
<ul style="list-style-type: none"> <li>• Who are the historians?</li> <li>• What are the aims and purposes of history?</li> <li>• How has history been constructed and recorded over time?</li> <li>• Why have the approaches to history changed over time?</li> </ul>			
Part II: History Project (40% of course time)			
Students learn a range of historical skills and apply the skills by designing and conducting their own historical investigation which includes a proposal, essay, bibliography and process log.			
<b>Particular course requirements</b> – successful completion of a Year 11 course in Modern or Ancient History is a prerequisite for the Year 12 History Extension course. Students must be studying concurrently, or have completed, the Year 12 course in Ancient History and/or Modern History.			
<b>Assessment: Year 12 course only</b>			
<b>External assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A two [2] hour written examination comprised of TWO questions, both compulsory.	25%	Knowledge and understanding of significant historical ideas and processes	40%
Q1 – one compulsory essay question on an unseen passage as stimulus.		Skills in designing, undertaking and communicating historical inquiry and analysis.	60%
Q2 – one compulsory essay question which requires students to analyse a historiographical issue with specific reference to their case study.			
School-based assessment	25%		
<b>TOTAL</b>	<b>50%</b>	<b>TOTAL</b>	<b>100%</b>

<b>Course: Investigating Science</b>			
2 units for each of Year 11 and Year 12 Board Developed Course			
<b>Course Description:</b>			
<p>The <i>Investigating Science Stage 6 Syllabus</i> is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.</p> <p>The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. The course promotes active inquiry and explores key concepts, models and phenomena. The Stage 6 course is designed to enhance students’ understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.</p> <p>Investigating Science encourages the development of a range of capabilities and capacities that enhance a student’s ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students’ ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.</p>			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b>			
<ul style="list-style-type: none"> <li>• Module 1: Cause and Effect – Observing</li> <li>• Module 2: Cause and Effect – Inferences and Generalisations</li> <li>• Module 3: Scientific Models</li> <li>• Module 4: Theories and Laws</li> </ul>			
<b>Year 12 Course</b>			
<ul style="list-style-type: none"> <li>• Module 5: Scientific Investigations</li> <li>• Module 6: Technologies</li> <li>• Module 7: Fact or Fallacy?</li> <li>• Module 8: Science and Society</li> </ul>			
<b>Particular Course Requirements:</b>			
Both the Year 11 and Year 12 courses include depth studies (30 hours) and practical experiences. Total Indicative hours: 60.			
<b>Assessment: Year 12 exam and assessment based on Year 12 course only.</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A 3 hour written examination (HSC). Approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically will be integrated throughout the examination. Objective response questions worth 20 marks in Section 1. Section 2 will contain 20 to 25 items with at least 2 items worth 7 to 9 marks each	100	Skills and content of working scientifically  Knowledge and understanding	60  40
	100		100

<b>Course: Japanese Beginners</b>			
2 units for each of Year 11 and Year 12 Board Developed Course <b>Exclusions:</b> Japanese Continuers; Japanese Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.			
<b>Course Description:</b> The Japanese Beginners Stage 6 course has been designed for students who wish to begin their study of Japanese at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Japanese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5. This is an accelerated course which allows students to develop their language skills rapidly to communicate effectively on the topics below. <b>The Year 11 Course</b> allows students to learn communication skills in Japanese, according to the prescribed topics below, and to develop knowledge and understanding of language and culture. <b>The Year 12 Course</b> allows students to extend and refine their communication skills in Japanese in the prescribed topics, and to gain a deeper knowledge and understanding of language and culture.			
<b>Prescribed Topics:</b> The prescribed topics will be studied from two interdependent perspectives: <ul style="list-style-type: none"> <li>• the personal world</li> <li>• the Japanese-speaking communities.</li> </ul> <p>The prescribed topics are presented as a series of related learning experiences. They include:</p> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations</li> </ul> <p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> <li>• conversation</li> <li>• responding to a variety of spoken texts</li> <li>• responding to a variety of written material</li> <li>• writing for a variety of purposes</li> <li>• studying Japanese culture through texts.</li> </ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A five minute oral examination: Conversation	20	Speaking Listening Reading	20 30 30
A written examination (2 ½ hours) consisting of: Listening Reading Writing in Japanese	30 30 20	Writing	20
100	100	100	100

<b>Course: Japanese Continuers</b>			
2 units for each of Year 11 and Year 12, with the option of a 1 unit Extension course for the Year 12 Board Developed Course			
<b>Prerequisites:</b> ROSA 200 hour Elective Japanese or equivalent knowledge is assumed.			
<b>Exclusions:</b> Japanese Beginners; Japanese in Context; Japanese and Literature Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.			
<b>Course Description:</b>			
<b>The Year 11 Course</b> allows students to develop skills in, and knowledge and understanding of, Japanese. They will complete tasks using a range of texts and text types that reflect the prescribed themes and associated topics. Students will also gain an insight into the culture and the language of Japanese-speaking communities through the study of a range of texts.			
<b>The Year 12 Course</b> continues with the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Japanese-speaking communities will develop further.			
<b>Main Topics Covered:</b>			
<b>The prescribed topics will be studied from three themes:</b>			
<ul style="list-style-type: none"> <li>• the individual</li> <li>• the Japanese-speaking communities</li> <li>• the changing world.</li> </ul>			
<b>Topics include:</b>			
personal world, leisure, daily life, future plans, travelling in Japan, living in Japan, cultural life, world of work, current issues			
<b>Students' language skills are developed through tasks such as:</b>			
<ul style="list-style-type: none"> <li>• conversation</li> <li>• responding to a variety of spoken texts</li> <li>• responding to a variety of written material</li> <li>• writing for a variety of purposes</li> <li>• studying Japanese culture through texts.</li> </ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A 10-minute oral examination: Conversation	20	Speaking Listening and responding Reading and responding	20 30 30
A written examination (3 hours) consisting of: Listening and responding Reading and responding	25	Writing in Japanese	20
– Part A	25		
– Part B	15		
Writing in Japanese	15		
	100		100

<b>Course: Japanese Extension</b>			
1 unit (Year 12 ) This is a Board Developed Course. <b>Prerequisites:</b> the Japanese Continuers Year 11 course <b>Corequisites:</b> the Japanese Continuers Year 12 course			
<b>Course Description:</b> The Japanese Extension course is organised around the theme: the individual and contemporary society. A number of issues that exemplify aspects of the theme are prescribed for study (shown below). Students' knowledge and understanding of Japanese language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression. Students develop their skills to put forward an argument in Japanese with supporting examples and evidence.			
<b>Main Topics Covered:</b>			
<b>Prescribed Text:</b> Kimi no na wa (Your name) – film (director Makoto Shinkai, 2016)			
<b>Prescribed Themes:</b>			
<ul style="list-style-type: none"> <li>• Connectedness <ul style="list-style-type: none"> <li>○ People and places</li> <li>○ Traditions and beliefs</li> <li>○ Communication</li> </ul> </li> <li>• Journeys <ul style="list-style-type: none"> <li>○ Self-discovery</li> <li>○ Making choices</li> <li>○ Hopes and dreams</li> </ul> </li> <li>• Impact of the past <ul style="list-style-type: none"> <li>○ Memories</li> <li>○ Experiences</li> <li>○ City and country</li> </ul> </li> </ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
Oral Examination (monologue)	20	Speaking Text analysis	20 40
Written Examination	50	Writing	40
- Response to prescribed text	30	A variety of assessment tasks will be used to assess outcomes.	
- Writing			
	100		100

<b>Course: Legal Studies</b>			
2 units for each of Year 11 and Year 12			
Board Developed Course		<b>Exclusions: Nil</b>	
<b>Course Description:</b>			
<p>Our society is regulated by a complex set of rules and regulations which both guide and protect individual and community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students of Legal Studies Stage 6 will develop an understanding of legal concepts and the way the law functions in our society.</p> <p>Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all. The Legal Studies Stage 6 course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.</p> <p>The Legal Studies Stage 6 course also provides learning that prepares students for further education and training, employment and full and active participation as citizens in Australia and in the global society.</p>			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b>			
<ul style="list-style-type: none"> <li>• The Legal System (40% of course time)</li> <li>• The Individual and the law (30% of course time)</li> <li>• The Law in practice (30% of course time)</li> </ul>			
<b>Year 12 Course</b>			
<ul style="list-style-type: none"> <li>• Core Part 1: Crime (30% of course time)</li> <li>• Core Part II: Human rights (20% of course time)</li> <li>• Part III: Two options (50% of course time)</li> </ul>			
<p>Students will study two options chosen from:  Consumers, Family, Global environment, Indigenous peoples, Shelter, Workplace,  World Order.</p>			
<b>Particular Course Requirements:</b> No special requirements			
<b>Assessment Year 12 course only:</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
<i>Section 1: Core</i> Crime and Human Rights objective response questions	20%	Knowledge and understanding of course content.	40%
<i>Section II: Core</i> Part A: Human Rights – short-answer questions.	15%	Analysis and evaluation	20%
Part B: Crime – one extended response question	15%	Inquiry and research	20%
<i>Section III: Options</i> Two extended response questions, each from a different option.	50%	Communication of legal information, issues and ideas in appropriate forms	20%
<b>TOTAL</b>	<b>100%</b>	<b>TOTAL</b>	<b>100</b>



<b>Course: Mathematics Standard</b>			
2 units for each of Year 11 and Year 12			
<b>Prerequisites:</b> The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.2 Mathematics Course			
<b>Exclusions:</b> Students may <b>not</b> study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.			
<b>Course Description:</b> Mathematics Standard focuses on mathematical skills and techniques, which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects. This course is designed to support a wide range of educational and employment aspirations, including continuing studies at a tertiary level. Mathematics Standard 2 (available in Year 12) 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.			
<b>Main Topics Covered:</b>		<b>Year 12 Course</b>	
<b>Year 11 Course</b>		<ul style="list-style-type: none"> <li>• Algebra</li> <li>• Measurement</li> <li>• Financial Mathematics</li> <li>• Statistical Analysis</li> <li>• Networks</li> </ul>	
<ul style="list-style-type: none"> <li>• Algebra</li> <li>• Measurement</li> <li>• Financial Mathematics</li> <li>• Statistical Analysis</li> </ul>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A single written paper of 2 hours 30 minutes, consisting of 15 multiple choice and Section 2, with a total of 85 marks awarded for longer responses. The examination will be based on the Mathematics Standard 2 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Standard Year 11 course will be assumed knowledge for this examination and may be examined.  The Mathematics Standard 2 examination will include items that are common with the Mathematics Advanced HSC examination. Common items will be worth 20 to 25 marks and will be distributed throughout Sections I and II.  A reference sheet will be provided with the exam paper.  NESA approved calculators and a ruler may be used.	100	Assessment of the outcomes in this course will consist of two components: - - Understanding, fluency and communication (50%) - Problem solving, reasoning and justification (50%)  A variety of assessment tasks will be used to assess outcomes. One task must be an assignment or investigation style task.	100
	100		100

<b>Course: Mathematics Advanced</b>	
2 units for each of Year 11 and Year 12	
<b>Prerequisites:</b>	The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.3 Mathematics Course.
<b>Exclusions:</b>	Mathematics Standard
<b>Course Description:</b> The Mathematics Advanced course is a calculus-based course and is intended to give students who have demonstrated general competence in the skills of Stage 5.3 Mathematics an opportunity to explore some further applications of mathematics through modelling, observation and reasoning. The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should also undertake the Mathematics Extension 1 course in Year 11.	
<b>Main Topics Covered:</b>	
<b>Year 11 Course</b>	<b>Year 12 Course</b>
<ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric Functions</li> <li>• Calculus</li> <li>• Exponential and Logarithmic Functions</li> <li>• Statistical analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric Functions</li> <li>• Calculus</li> <li>• Financial Mathematics</li> <li>• Statistical analysis</li> </ul>
<b>External Assessment</b>	<b>School-based Assessment</b>
<p>A single written paper of 3 hours, consisting of 10 multiple choice and Section 2, with a total of 90 marks awarded for longer responses.</p> <p>The Mathematics Advanced examination will include items that are common with the Mathematics Standard 2 HSC examination.</p> <p>The examination will be based on the Mathematics Advanced Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Advanced Year 11 course will be assumed knowledge for this examination and may be examined.</p> <p>A reference sheet will be provided with the exam paper.</p> <p>NESA-approved calculators may be used.</p>	<p>Assessment of the outcomes in this course will consist of two components: -</p> <ul style="list-style-type: none"> <li>• Understanding, fluency and communication (50%)</li> <li>• Problem solving, reasoning and justification (50%)</li> </ul> <p>A variety of assessment tasks will be used to assess outcomes.</p> <p>One task must be an assignment or investigation style task.</p>

<b>Course: Mathematics Extension 1</b>	
1 unit in each of <b>Year 11</b> (Mathematics Extension) and Year 12 (will count for 2 units of study when attempted in conjunction with Mathematics Extension 2)	
<b>Prerequisites:</b> The course is constructed on the assumption that students have attained a high level of achievement of the outcomes in the core Stage 5.3 Mathematics Course along with the recommended options: Polynomials, Logarithms, Functions and Other Graphs, Circle Geometry.	
<b>Exclusions:</b> Mathematics Standard	
<b>Course Description:</b> The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5.3 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics and provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course, which is available in Year 12.	
<b>Main Topics Covered:</b>	
<b>Year 11 Course</b> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric Functions</li> <li>• Calculus</li> <li>• Combinatorics</li> </ul>	<b>Year 12 Course</b> <ul style="list-style-type: none"> <li>• Proof</li> <li>• Vectors</li> <li>• Trigonometric Functions</li> <li>• Calculus</li> <li>• Statistical Analysis</li> </ul>
<b>External Assessment</b>	<b>School-based Assessment</b>
<p>A single written paper of 2 hours, consisting of 10 multiple choice and Section 2, with a total of 60 marks awarded for longer responses.</p> <p>The examination will be based on the Mathematics Extension 1 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Extension 1 Year 11 course will be assumed knowledge for this examination and may be examined.</p> <p>Students who undertake this course will also be required to complete either the Mathematics Advanced examination paper or the Mathematics Extension 2 examination paper, in addition to the Mathematics Extension 1 paper.</p> <p>A reference sheet will be provided with the exam paper.</p> <p>NESA-approved calculators may be used.</p>	<p>Assessment of the outcomes in this course will consist of two components: -</p> <ul style="list-style-type: none"> <li>- Understanding, fluency and communication (50%)</li> <li>- Problem solving, reasoning and justification (50%)</li> </ul> <p>A variety of assessment tasks will be used to assess outcomes.</p> <p>One task must be an assignment or investigation style task.</p>

**Course: Mathematics Extension 2**

Will count for 2 units of study when attempted at the HSC.

This course is designed for Year 12 students with a special interest in mathematics that have proven that they possess special aptitude for the subject and have demonstrated high levels of achievement in the Year 11 Advanced and Extension 1 courses.

Note: This course is only available in Year 12.

**Exclusions:** Mathematics Standard

**Course Description:** This course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics, involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. This course provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

**Main Topics Covered:**

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics

**External Assessment**

A single written paper of 3 hours, consisting of 10 multiple choice and Section 2, with a total of 90 marks awarded for longer responses.

The examination will be based on the Mathematics Extension 2 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Extension 1 course and Mathematics Advanced course will be assumed knowledge for this examination and may be examined.

A reference sheet will be provided with the exam paper.

NESA-approved calculators may be used.

**School-based Assessment**

Assessment of the outcomes in this course will consist of two components: -

- Understanding, fluency and communication (50%)
- Problem solving, reasoning and justification (50%)

A variety of assessment tasks will be used to assess outcomes.

One task must be an assignment or investigation style task.

<b>Course: Modern History</b>			
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil	
<b>Course Description:</b> The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world. Modern History provides opportunities for students to explore historical problems, to pose questions and to consider problems of evidence, causation and historical agency as part of the historical inquiry process. Students develop transferable skills including critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. Modern History provides a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.			
<b>Year 11 Course</b> <b>Part 1 - Investigating Modern History</b> (a) The Nature of Modern History [at least ONE option must be studied] (b) Case Studies - at least TWO case studies must be investigated. One must be from Europe, America or Australia. The second must be from Asia, the Pacific, Africa, the Middle East or Central/South America. <b>Part 2 – Historical Investigation.</b> The investigation can be integrated or treated separately, and be conducted individually or collaboratively. <b>Part 3 – The Shaping of the Modern World</b> [at least ONE study must be undertaken]			
<b>Year 12 Course</b> Students are required to study Parts 1, 2, 3 & 4 of the course. Each part has equal weighting. Part 1 – Core Study: Power and Authority in the Modern World 1919-1946 Part 2 – ONE 'National Study' topic Part 3 – ONE 'Peace and Conflict' topic Part 4 – ONE 'Change in the Modern World' topic			
Assessment: Year 12 course only			
<b>External assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting %</b>
3 hour written examination: <i>Section I – 3 or four source based questions (25 marks)</i> <i>Section II – one extended response (25 marks)</i> <i>Section III – one extended response (25 marks)</i> <i>Section IV – Three or four questions (25 marks)</i>	50%	Knowledge and understanding of course content  Historical skills in the analysis and evaluation of sources and interpretations  Historical inquiry and research  Communication of historical understanding in appropriate forms	40%  20%  20%
School-based Assessment	50%		
TOTAL	100	TOTAL	100

<b>Course: Music 1</b>			
2 units for each of Year 11 and Year 12 Board Developed Course			
<b>Course Description:</b> The purpose of Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to engage in a range of musical styles, including contemporary popular music, and for many, it will serve as a pathway for further training and employment in the music industry or in contemporary music fields.  The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music. The nature of music study also allows students to develop their capacity to manage their own learning, work together with others and engage in activity that reflects the real world practice of performers, composers and audiences.			
<b>Main Topics Covered:</b> Students study three topics in each year of the course. Topics are chosen from a set list, which cover a range of styles, periods and genres such as Australian Music, Jazz, Music of a Culture, Rock Music, and Music for Radio, Film, Television and Multimedia.			
<b>Particular course requirements:</b> In the Year 11 course, students must complete activities in Performance, Composition, Musicology and Aural.  <b>Aural</b> (listening) is a mandatory component of both the Year 11 and Year 12 courses and provides students with an insight into how music is constructed, using the Concepts of Music (pitch, duration, tone colour, texture, structure, dynamics & expressive techniques) as a focus.  In Year 12, students have the advantage of tailoring their course to showcase their strengths by choosing THREE electives in any combination of performance, musicology and composition.  <b>Performance:</b> students perform solo and ensemble pieces of their own choosing within the set list of topics.  <b>Composition:</b> using a variety of music software (Protools, Finale, Audacity, etc.) and instruments, students apply knowledge of the concepts of music to compose pieces in a range of styles.  <b>Musicology:</b> students study musical genres and styles from a number of perspectives. These include the historical, the sociological, the notational and the analytical. Students can focus on areas of their own choosing/interest and present information as a discussion.			
Assessment: Year 12 course only			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
Written examination – Aural Skills Four short-answers	30	Performance Core	10
		Composition Core	10
		Musicology Core	10
Practical examination – Core Performance	20*	Aural Core	25
		Elective 1	15
Electives	60*	Elective 2	15
		Elective 3	15
	<b>100</b>		<b>100</b>

NB: \* 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

<b>Course: Music 2</b>			
2 units for each of Year 11 and Year 12 Board Developed Course			
<b>Course Description:</b> The purpose of Music 2 is to provide students with the opportunity to build on the knowledge and skills gained in the Years 7-10 Mandatory and Elective courses and focuses on the study of Western art music, requiring students to place this study in a broader musical context.  It assumes students have a formal background in music, have developed music literacy skills and have some knowledge and understanding of musical styles.  The curriculum structure is adaptable enough to meet the needs and abilities of students with a range of interests, extending from the broadly based to the desire to pursue and develop more specialised knowledge and skills. Most students will enter the course from the Elective course.			
<b>Main Topics Covered:</b> Students study one Mandatory Topic and one Additional Topic in each year of the course. In the <b>Year 11</b> course, the Mandatory Topic is Music 1600–1900. In the Year 12 course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).			
<b>Particular Course Requirements:</b> In the <b>Year 11</b> course, students must complete activities in Performance, Composition, Musicology and Aural.  In Year 12, in addition to completing core tasks in all learning areas, students also prepare an elective in either performance, composition or musicology  <b>Aural</b> (listening) is a mandatory component of both the Year 11 and Year 12 courses and provides students with an insight into how music is constructed, using the Concepts of Music (pitch, duration, tone colour, texture, structure, dynamics & expressive techniques) as a focus. This focus is predominantly undertaken through the analysis of musical scores.  <b>Performance:</b> students perform a solo or ensemble piece of their own choosing in the mandatory topic and have the option to choose to perform two additional pieces as an elective.  <b>Composition:</b> in Year 12 course, students compose a two minute piece of music in the mandatory topic (Music of the last 25 years) and have the option to compose an additional piece as an elective in the additional topic.  <b>Musicology:</b> in Year 12, an optional musicology elective allows students to prepare a musicological essay in the additional topic.			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
Written examination – <i>Musicology and Aural Skills</i> Four questions	35	Core Performance	20
		Core Composition	20
Practical examination Performance Sight-singing	15	Core Musicology	20
	5	Core Aural	20
Core Composition	15	Elective: Performance, Composition or Musicology	20
Elective: Performance, Composition or Musicology	30		
	100		100

<b>Course: Year 12 Music Extension Course</b>			
1 unit/60 hour course Board Developed Course <b>Prerequisites:</b> Music 2 (studied concurrently with Year 12 course of Music 2)			
<b>Course Description:</b> The Year 12 Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance, composition or musicology skills. Students with an extended history of formal music involvement frequently reach a high level of musical sophistication and desire to specialise in their senior school years. The purpose of the Extension course is to expand studies undertaken in Music 2 and is designed to focus the continuing development and refinement of a student's advanced music knowledge and skills towards independent musicianship.			
<b>Particular Course Requirements:</b> Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
<b>Performance (50)</b>		<b>Performance (50)</b>	
Three contrasting pieces, one of which must be an ensemble		Two assessment tasks	
Ensemble	20	Task 1	25
Solo 1	15	Task 2	25
Solo 2	15		
OR		OR	
<b>Composition (50)</b>		<b>Composition (50)</b>	
Two original compositions (to be submitted to NESAs)		Two assessment tasks	
Piece 1	25	Task 1	25
Piece 2	25	Task 2	25
OR		OR	
<b>Musicology (50)</b>		<b>Musicology (50)</b>	
One extended essay (to be submitted to NESAs)	50	Two assessment tasks	
		Task 1	25
		Task 2	25
	50		50



<b>Course: Personal Development, Health and Physical Education</b>			
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Small excursions in local area	
<b>Course Description:</b> The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students study practical options including first aid and fitness choices.  In the Year 12 course, students focus on major issues related to Australia's health status and factors that affect physical performance. They undertake study about safe participation in physical activity by learning about advanced approaches to training and sports medicine concepts. There is also the opportunity to think critically about the factors that impact on sport and physical activity in Australian society.			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b>			
<b>Core Topics (60%)</b>			
<ul style="list-style-type: none"> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul>			
<b>Optional Component (40%)</b>			
Students study two options from:			
<ul style="list-style-type: none"> <li>• First Aid</li> <li>• Composition and Performance</li> <li>• Fitness Choices</li> <li>• Outdoor Recreation</li> </ul>			
<b>Year 12 Course</b>			
<b>Core Topics (60%)</b>			
<ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul>			
<b>Optional Component (40%)</b>			
Students study two options from:			
<ul style="list-style-type: none"> <li>• The Health of Young People</li> <li>• Sport and Physical Activity in Australian Society</li> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Equity and Health</li> </ul>			
<b>Particular Course Requirements:</b>			
In addition to core studies, students will study two options in each of the Year 11 and Year 12 courses			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A three-hour written paper	100	Core Options	60 40
	100		100

<b>Course: Physics</b>			
2 units for each of Year 11 and Year 12 Board Developed Course			
<b>Course Description:</b>			
<p>The <i>Physics Stage 6 Syllabus</i> involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.</p> <p>The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena. Students who study physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities. Physics is a fundamental science that often provides the unifying link between interdisciplinary studies.</p> <p>The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials and technologies.</p>			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b>			
<ul style="list-style-type: none"> <li>• Module 1: Kinematics</li> <li>• Module 2: Dynamics</li> <li>• Module 3: Waves and Thermodynamics</li> <li>• Module 4: Electricity and Magnetism</li> </ul>			
<b>Year 12 Course</b>			
<ul style="list-style-type: none"> <li>• Module 5: Advanced Mechanics</li> <li>• Module 6: Electromagnetism</li> <li>• Module 7: The Nature of Light</li> <li>• Module 8: From the Universe to the Atom</li> </ul>			
<b>Particular Course Requirements:</b>			
Both the Year 11 and Year 12 courses include depth studies (15 hours) and practical experiences. Total indicative hours 60.			
<b>Assessment:</b> HSC exam and assessment based on Year 12 course only.			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A 3 hour written examination (HSC). Approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically will be integrated throughout the examination. Objective response questions worth 20 marks in Section 1. Section 2 will contain 20 to 25 items with at least 2 items worth 7 to 9 marks each.	100	Skills and content of working scientifically	60
		Knowledge and understanding	40
	100		100

<b>Course: Spanish Beginners</b>			
2 units for each of Year 11 and Year 12 Board Developed Course			
<b>Exclusions:</b> Spanish Continuers. Other eligibility rules apply to the study of this subject. Check with your teacher or the Board's ACE Manual.			
<b>Course Description:</b> The Spanish Beginners Stage 6 course is designed for students who wish to begin their study of Spanish at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Spanish language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5. This is an accelerated course which allows students to develop their language skills rapidly to communicate effectively on the topics below. <b>The Year 11 Course</b> allows students to develop both linguistic (speaking, listening, reading and writing) and intercultural knowledge and understanding according to the prescribed topics below <b>The Year 12 Course</b> allows students to extend and refine their communication skills in Spanish in the prescribed topics, and to gain a deeper knowledge and understanding of language and culture.			
<b>Prescribed Topics:</b>  The prescribed topics will be studied from two interdependent perspectives: <ul style="list-style-type: none"> <li>• the personal world</li> <li>• the Spanish-speaking communities.</li> </ul> The prescribed topics are presented as a series of related learning experiences. They include: <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations</li> </ul> Students' language skills are developed through tasks such as: <ul style="list-style-type: none"> <li>• conversation</li> <li>• responding to a variety of spoken texts</li> <li>• responding to a variety of written material</li> <li>• writing for a variety of purposes</li> <li>• studying the culture of Spanish speaking countries through texts.</li> </ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment: Year 12 course only:</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A five minute oral examination: Conversation	20	Speaking	20
		Listening	30
A written examination (2 ½ hours) consisting of: Listening	30	Reading	30
Reading		30	
Writing in Spanish		20	
	100		100

<b>Course: Society and Culture</b>			
2 units for each of the Year 11 and Year 12 Course			
<b>Course Description</b>			
Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).			
<b>Year 11 Course</b>			
The Social and Cultural World – the interactions between persons and groups within societies Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them			
<b>Year 12 Course</b>			
<b>Core</b>			
Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study The Personal Interest Project (PIP) – an individual research project			
<b>Depth Studies</b>			
Two to be chosen from:			
<ul style="list-style-type: none"> <li>• Popular Culture – the interconnection between popular culture, society and the individual</li> <li>• Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity.</li> <li>• Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures.</li> <li>• Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples’ attitudes and behaviours.</li> </ul>			
<b>Particular Course Requirements</b>			
Completion of Personal Interest Project			
<b>Assessment:</b> Year 12 Course only			
<b>External assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
Students sit a 2 hour exam including objective type, short answer and extended responses.	60	Knowledge and understanding of course content	50
Personal Interest Project	40	Application and evaluation of social and cultural research methods	30
		Communication of information, ideas and issues in appropriate forms	20
<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100</b>

<b>Course: Software Engineering</b>			
2 units for each of Year 11 and Year 12 Board Developed Course <b>Exclusions:</b> Computing Technology Life Skills			
<b>Course Description:</b> The study of Software Engineering enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.  Software Engineering promotes a deeper understanding of fundamental concepts, programming languages and innovative technologies, leading to greater flexibility when developing software solutions. Students perform project work and apply their knowledge and skills in programming fundamentals, the object-oriented paradigm, programming mechatronics, secure software architecture, programming for the web and software automation, and use the acquired knowledge and skills to develop a software engineering project. Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry.  Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. They engage with technologies that improve access to, and participation in, a range of industries.  Software Engineering provides students with the opportunity to develop their computing skills across 4 domains: technical skills, social awareness, project management and thinking skills. Students are encouraged to transfer knowledge to new situations and projects, building on technical skills and past learning. They enhance their understanding of project management through collaboration, communicating ideas, engaging in processes and designing solutions.			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b>			
<ul style="list-style-type: none"> <li>• Programming Fundamentals – 40 hours</li> <li>• The Object-Oriented Paradigm – 40 hours</li> <li>• Programming Mechatronics – 40 hours</li> </ul>			
<b>Year 12 Course</b>			
<ul style="list-style-type: none"> <li>• Secure Software Architecture – 30 hours</li> <li>• Programming for the Web – 30 hours</li> <li>• Software Automation – 30 hours</li> <li>• Software Engineering Project – 30 hours</li> </ul>			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
A two and a half hour computer-based examination	100%	Knowledge and understanding of course content	50%
		Knowledge and skills in the practical application of the content	50%
TOTAL	100%	TOTAL	100%

<b>Course: Studies of Religion II</b>			
2 units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil	
<b>Course Description:</b> Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture. The Stage 6 Studies of Religion syllabus acknowledges religion as a distinctive answer to the human need for meaning in life. An understanding of religion provides a perspective for the human view of reality and deals with daily living as well as with the ultimate source, meaning and goal of life. Religion is generally characterised by a world view that recognises a supernatural dimension – belief in divinity or powers beyond the human and/or dwelling within the human. The syllabus is designed for students in all schools and ensures students study more than one religious tradition. The course enables students to come to an understanding that each religious tradition has its own integrity and contributes to a well-ordered society. The course fosters students’ academic, affective and spiritual development and helps prepare them to be active and informed citizens in the promotion of a multicultural, inclusive, cohesive and tolerant society.			
<b>Main topics covered:</b> <b>Year 11 Course</b> Nature of Religion and Beliefs Religious Tradition Study - Judaism, Buddhism and Islam, Christianity, Hinduism Religions of Ancient Origin Religions in Australia pre-1945  <b>Year 12 Course</b> Religion and Belief Systems in Australia post-1945 Religious Tradition Study - Judaism, Buddhism and Islam Religion and Peace Religion and Non-Religion			
<b>Assessment: Year 12 course only</b>			
<b>External assessment</b>	<b>Weighting</b>	<b>School-based assessment</b>	<b>Weighting</b>
Students will sit a 3 hour written examination in four [4] sections.  Question types include: objective, short-answer & extended responses.	50%	Knowledge and understanding of course content  Source based skills  Investigation and research	40  20  20
School-based assessment	50%	Communication of information, ideas and issues in appropriate forms	20
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

<b>Course: Textiles and Design</b>			
2 units for each of Year 11 and Year 12 Board Developed Course		<b>Exclusions:</b> Fashion and Textiles EVET CEC 43480, Fashion Design and Technology EVET CEC 41016	
<b>Course Description</b>			
<p>The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two Year 11 textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The Year 12 course builds upon the Year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b>			
Design (40%)			
Properties and Performance of Textiles (50%)			
The Australian Textiles, Clothing, Footwear and Allied Industries (10%).			
<b>Year 12 Course</b>			
Design (20%)			
Properties and Performance of Textiles (20%)			
The Australian Textiles, Clothing, Footwear and Allied Industries (10%)			
Major Textiles Project (50%).			
<b>Particular Course Requirements</b>			
<p>In the Year 11 course students will undertake two Year 11 textile projects. Year 11 Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Year 11 Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p> <p>In the Year 12 course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p>			
<b>Assessment: Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
Written examination 1hr and 30 mins			
Section I	10	Knowledge and understanding of course content	50
Section II	24		
Section III	16		
Major Textiles Project	50	Skills and knowledge in the design, manufacture and management of a major textiles project	50
	100		100

<b>Course: Visual Arts</b>			
2 units for each of Year 11 and Year 12 Board Developed Course <b>Exclusions:</b> Projects developed for assessment in one subject are notto be used either in full or in part for assessment in any other subject			
<b>Main Topics Covered:</b> <b>Year 11 Course</b> learning opportunities focus on: <ul style="list-style-type: none"> <li>• <u>Portraiture – photography and drawing</u></li> <li>• <u>Modern Art – painting and ceramics</u></li> <li>• <u>Postmodern Art – digital media</u></li> </ul> <b>Year 12 Course</b> learning opportunities may focus on: <ul style="list-style-type: none"> <li>• <u>The body of work</u></li> <li>• <u>Contemporary Chinese Art</u></li> <li>• <u>Australian Art and Identity</u></li> <li>• <u>Visuo-spatial Artists and Architects</u></li> <li>• <u>Women in Art</u></li> <li>• <u>Making Conceptual Relationships</u></li> </ul>			
<b>Particular Course Requirements:</b> Year 11 Course <ul style="list-style-type: none"> <li>• Artworks in at least two expressive forms and use of a visual arts diary</li> <li>• A broad investigation of ideas in art making, art criticism and art history</li> </ul> Year 12 Course <ul style="list-style-type: none"> <li>• Development of a body of work and use of a visual arts diary</li> <li>• <u>A minimum of five theoretical Case Studies</u></li> <li>• Deeper and more complex investigations in art making, art criticism and art history.</li> </ul>			
<b>Assessment : Year 12 course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>School-based Assessment</b>	<b>Weighting</b>
<b>Written examination</b> <i>Section I</i> Short-answer questions	25	Artmaking	5 0
<i>Section II</i> Candidates answer one extended response question	25	Art criticism and art history	5 0
<b>Body of Work</b>	50		
	100		1 0 0