Pittwater House

2022

Guide to Choosing 2022 Preliminary and 2023 HSC Courses

achieve a balance

co-educational campus | single-sex education

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Deputy Principal
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Contents

NSW Education Standards Authority (NESA)

General Information

The information in this booklet relates to the requirements for the Higher School Certificate (HSC). It should be noted that most of the information in this booklet has been obtained from the NSW Education Standards Authority (NESA). It has been checked and is correct at the time of printing. Course outlines and requirements for the HSC and the calculation of the Australian Tertiary Admission Rank (ATAR) may change. Students will be informed of any future changes.

What are Units?

All courses offered for the Higher School Certificate have a unit value. Most courses have a value of 2 units.

Each unit involves class time of approximately 2 hours per week (60 hours per year).

Each unit has a value of 50 marks.

2 units = 9 Periods per fortnight (120 hours per year)

= 100 marks

Pittwater House offers both 1 and 2 Unit Courses.

2 Unit Courses: The majority of courses have a value of 2 Units. 2 Unit courses have a value of 100 marks.

1 Unit Courses: Studies of Religion 1 and Extension Courses – Extension study is available in a number of subjects. Extension courses build on the content of the 2 Unit course and carry an additional value of 1 Unit. These courses require students to work beyond the standard of the normal 2 Unit courses. Extension courses exist in English, Mathematics, History, Science, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.

Definitions

The following definitions are used by NESA and the University Admission Centre.

Subject: the general name given to an area of study

Course: a branch of study within a subject; a subject may have several different courses, for example, with the subject English the courses include English Standard, English Advanced, HSC English Extension 1 and English as a Second Language.

Pattern of Study Requirements

NESA requires that candidates for the Higher School Certificate must undertake a program of study comprising at least:

- 12 units of Preliminary courses (Year 11); and
- a minimum of 10 units of Higher School Certificate courses (Year 12).

Both the Preliminary course pattern and the HSC course pattern must include:

- at least six units of Board Developed Courses;
- at least two units of English;
- at least three courses of two units value (or greater); and
- at least four subjects.

No more than seven units of courses in Science (e.g. Biology, Chemistry, Physics, Investigating Science and Extension 1 Science) can contribute to Higher School Certificate eligibility.

Preliminary (Year 11) Courses Offered at Pittwater House

All courses are of 2 Unit value, unless indicated otherwise.

English	English Studies
	English – Standard
	English – Advanced
	English as an Additional Language/Dialect (EALD)
	English Extension 1 (1 Unit)
	English Extension 2 (1 Unit) – (Year 12 Only)
Languages	French for Continuers
	French Extension (1 Unit)
Mathematics	Mathematics – Standard
	Mathematics – Advanced
	Mathematics Extension 1 (1 Unit)
	Mathematics Extension 2 (Year 12 Only)
Science	Biology
	Chemistry
	Physics
	Investigating Science
	Science Extension (1 Unit) (Year 12 Only)
PDHPE	Personal Development, Health and Physical Education
	Community and Family Studies (CAFS)
Dance/Drama	Dance (Accelerated Course)
	Drama
Music	Music 1
	Music 2
	Music Extension (1 Unit) (Year 12 Only)
Visual Arts	Visual Arts
Technological and Applied Studies	Design and Technology
	Food Technology
	Information Processes and Technology
	Industrial Technology – Multimedia
	Software Design and Development
Human Society and Its Environment	Ancient History
	Modern History
	History Extension (1 Unit) (Year 12 Only)
	Business Studies
	Economics
	Geography
	Legal Studies
	Studies of Religion 1 (1 Unit) Compacted Course

All courses offered at The Pittwater House Schools are Board Developed Courses. (Board Developed Courses are mentioned in the pattern of study requirements on the previous page and in the ATAR eligibility rules below.)

Students will select courses to total 12 - 14 units for the Year 11 Preliminary Year. The idea is to take as broad a range as possible for the Year 12 HSC year. Consideration must be given to the ATAR Rules and prerequisite subjects, if the student wishes to gain admission to a University.

Vocational Education and Training (TVET) Courses

Vocational Education and Training (VET) courses are also offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained.

TAFE runs various VET courses (called TVET Courses). TAFE Northern Sydney Institute will conduct these at the Brookvale campus between 2-6pm on Tuesdays.

There is an additional significant tuition charge set by TAFE for these courses. **Course costs range from $2500 to $7500 for the 2-year duration.**

For the purpose of calculating an Australian tertiary Admissions Rank (ATAR) all subjects have been categorized. All subjects offered at The Pittwater House Schools are Category A. Students wishing to enter university can include no more than **ONE** Category B subject in the ATAR calculation.

Please see the attachment at the end of this booklet for the courses that are available at TAFE. Please note that not all courses are ATAR eligible, they will count for units but not contribute to the ATAR. **Board Developed courses** are those that are ATAR eligible, **Board Endorsed** are those that only contribute to the number of units you have (12 units are the minimum in Year 11).

Category A, Category B and Board Endorsed Courses

For the purpose of calculating an Australian Tertiary Admissions Rank (ATAR), all subjects available for the HSC have been categorised. All subjects offered at The Pittwater House Schools are Category A.

Board Developed Courses – Industry Curriculum Framework – Category B courses give you credit towards the HSC and may count towards an ATAR if you complete the 240 hour course, mandatory work placement and undertake the optional HSC exam (NESA).

Board Endorsed Courses count towards the HSC but not for ATAR eligibility. Board Endorsed Courses are recommended only for those students not wanting to gain admission to a university.

Students wishing to enter university cannot include more than **ONE Category B** subject in the ATAR calculation.

Extension Courses, Accumulation and Acceleration

Extension courses were introduced into the HSC in 2001 to replace the old 3 and 4 Unit Courses. Extension 1 replaced 3 Unit and Extension 2 replaced 4 Unit.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the HSC extension course.

Year 12 Students may be invited by the Deputy Principal to study further extension courses. These include extension courses in Science, History, Music and Languages. An achievement minimum of 80% across all subjects and a motivational requirement must be fulfilled in order to be considered for an invitation to study Extension courses.

It is possible for students to accumulate their HSC units over a period of up to five years using the 'Pathways' model. In making the decision to accumulate the HSC, however, students should seek advice about any likely syllabus changes. Repeating one or more subjects within the five year period is also a possibility; however the most recently completed course is the one counted for the ATAR regardless of the mark received.

Acceleration is an alternative for gifted and talented students. Students are able to accelerate all or part of their program, and may sit HSC examinations at the end of Year 11. Students who have accelerated part of their program in an extension course may wish to take up a University Pathways Course.

Considerations When Selecting Courses

In selecting courses, several considerations are important:

Enjoyment of the course

- check the syllabus (http://educationstandards.nsw.edu.au)
- check with subject teachers
- check with other students in Years 11 and 12

Criteria affecting the ATAR and the requirements of any university or college course

- check university entry requirements for 2024 book
- check with the Tertiary Institution
- check the UAC book in the library, on-line or with the Careers Advisor
- check www.uac.edu.au for relevant information, including University course cut-offs for previous years

Keep career options as open as possible

- speak with Careers Adviser
- check career information in the library
- check with Heads of Schools
- check with Universities, Colleges, TAFE etc.

Choose levels of courses appropriate to ability, interest and time available

- check with your teacher
- recognise personal strengths and weaknesses

Assessment and Reporting

- The HSC reports issued by NESA provide detailed descriptions of the knowledge, skills and understanding that the student has attained in each subject.

- School-based assessment tasks will contribute to 50% of the HSC mark. A student's school assessment mark will be based on the student's performance in assessment tasks undertaken during the course. An assessment schedule for each course is distributed to students at the beginning of Year 12, detailing how the school-based assessment mark will be calculated.

- The other 50% will come from the HSC examination.

- A student's HSC mark for 2 Unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If a student achieves the minimum standard expected in a course he/she will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 will correspond to the highest level of achievement.

- On satisfactory completion of the HSC, each student will receive a portfolio containing:

- The HSC Testamur

  (The official certificate confirming the achievement of all requirements for the award).

- The Record of Achievement

  (This document lists the courses studied and reports the marks and bands achieved in both the Preliminary and HSC courses).

Samples of these reports are shown on the following page. More examples can also be found at: http://educationstandards.nsw.edu.au

Education Standards Authority

HIGHER SCHOOL CERTIFICATE

This is to certify that

NAME SURNAME

who attended

NAME OF HIGH SCHOOL

has met the requirements for the award of a Higher School Certificate

SAMPLE

HIGHER SCHOOL CERTIFICATE

Record of Achievement

Education Standards Authority

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

STAGE 6 HSC COURSES

Year	Course	Examination Mark	Assessment Mark	HSC Mark	Performance Band
Board Developed Courses					
2017	Ancient History (2 unit)	75/100	83/100	79	4
	English (Advanced) (2 unit)	82/100	84/100	83	5
	Mathematics General 2 (2 unit)	83/100	84/100	84	5
	Personal Development, Health and Physical Education (2 unit)	80/100	84/100	80	5
	Studies of Religion II (2 unit)	82/100	84/100	82	5

Student Number 3262678Z

Chief Executive Officer
NSW Education Standards Authority

Issued by NESA without alteration or erasure on 24 November 2017 at Sydney, NSW, Australia

SAMPLE

HIGHER SCHOOL CERTIFICATE

Record of Achievement

Education Standards Authority

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

STAGE 6 PRELIMINARY COURSES

Year	Course	Result
Board Developed Courses		
2016	Ancient History (2 unit)	C
	Business Studies (2 unit)	B
	English Advanced (2 unit)	B
	Mathematics (2 unit)	C
	Personal Development, Health and Physical Education (2 unit)	A
	Studies of Religion II (2 unit)	B

Student Number 3262678Z

Chief Executive Officer
NSW Education Standards Authority

Issued by NESA without alteration or erasure on 24 November 2016 at Sydney, NSW, Australia

SAMPLE

HIGHER SCHOOL CERTIFICATE

Record of Achievement

Education Standards Authority

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

STAGE 5 COURSES

Year	Course	Result
Board Developed Courses		
2015	English (200)	B
	Mathematics (200)	B1
	Science (200)	C
	Australian Geography (100)	C
	History (100)	C
	Commerce (200)	B
	History Elective (200)	C
	Personal Development, Health and P.E. (200)	B
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and Its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

Student Number 3262678Z

Chief Executive Officer
NSW Education Standards Authority

Issued by NESA without alteration or erasure on 24 November 2015 at Sydney, NSW, Australia

SAMPLE

Study Expectations in Years 11 and 12

1. Satisfactory Application

   NESA stipulates that Students must demonstrate a satisfactory level of application. An essential component of satisfactory application is a satisfactory attendance pattern at school. In cases of serious illness or injury, a medical certificate and covering letter must be presented to the Principal. As well students must attempt assessment tasks totalling more than 50% of the available marks, participate meaningfully in all school activities and make a genuine attempt at all examinations.

2. An Assessment Calendar will be issued. This calendar details the dates of Internal Assessment tasks and Examinations.

3. Students should complete 3 hours of homework and/or study per subject per week. They should plan to organize approximately 20 hours per week of homework/study.

4. Vacations will be used for study and assignment work. Students must not seek to extend their vacation by taking extra time before or after actual school vacation.

5. Punctuality is expected when attending School and when handing in assigned work. Marks for **late work** without an upheld appeal supported by a valid doctor's certificate will receive zero. This is the pattern in the Year 12 HSC Course and will be applied in the Preliminary year as well.

   Note: NESA insists that a minimum number of hours of practical work in Science Courses must be covered.

6. Students must become active in seeking knowledge

7. Students must seek help when any problems arise by consulting subject teachers, Heads of School or their mentors.

Appeal Procedures

- Students who fail to submit or attend a task on the advised date will receive a mark of zero for that task. The student may choose to appeal this mark if they consider that they have reasonable grounds for appeal.
- These may include illness and misadventure as defined in the ACE Manual, absence due to an approved school activity or exchange provided that the time lost does not prevent the student from completion of the course requirements.
- Appeals should be submitted on the School Appeals Form to the Deputy Principal within 48 hours of the task or the student's return to school. The student and staff member concerned should complete the appeal before submitting it to the Deputy Principal.
- The School's Appeals Committee includes the Deputy Principal, the Head of School and the Faculty Co-ordinator.
- If the Appeals Committee grants the appeal, they may suggest an extension, or an alternate date for the task, or a substitute task. If all of these are not feasible, then the Committee may advise the teacher on how a satisfactory estimate might be achieved.

The Australian Tertiary Admissions Rank (ATAR)

The name ATAR emphasizes the role of the index. The ATAR is a rank not a mark and is designed only to be used by universities to assist them in the selection of students.

How is the ATAR Calculated?

The ATAR is a rank based on an aggregate of scaled marks in 10 units of ATAR courses comprising a student's:

- best two units of English
- best eight units from their remaining units, which can include no more than two units of Category B courses.

Although eligibility for an ATAR requires completion of at least four subjects, the aggregate may be based on less than four subjects, for example English Advanced, English Extension 1 and Extension 2, Mathematics Extension 1 and Extension 2, and one other 2-unit course.

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.

NESA provides students with a profile of marks that indicate how they have performed in their courses in relation to course performance standards. Both the NESA marks and the ATAR's are derived from raw examination marks and moderated school assessments.

With the exception of English, which is compulsory, students are free to choose their courses of study. Consequently, individual course candidatures vary in size and nature, and there are many different enrolment patterns.

Given the choice available, a student's rank in different courses will not necessarily have the same meaning, as a good rank is more difficult to obtain when the student is competing against students of high academic ability. Because of the lack of comparability, UAC moderates students' raw marks to give the aggregates from which the ATAR's are determined.

The scaling process is designed to encourage students to take the courses for which they are best suited and which best prepare them for their future studies. The underlying principle is that a student should neither be advantaged nor disadvantaged by choosing one HSC course over another, and the scaling algorithm estimates what students' marks would have been if all courses had been studied by all students.

Scaling modifies the mean, the standard deviation and the maximum mark in each course. Adjustments are then made to the marks of individual students to produce scaled marks. Although scaled marks are generally different from the raw marks from which they are derived, the ranking of students within a course is not changed.

Once the raw marks have been scaled, aggregates are calculated for ATAR-eligible students. In most cases, the order of merit based on these aggregates is quite different from the order of merit using aggregates based on HSC marks.

Percentiles, which indicate the ranking of students with respect to other ATAR-eligible students, are then determined on the basis of the aggregate of scaled marks.

The final step is to determine what the percentiles would have been if all students in their Year 7 cohort completed Year 12 and were eligible for an ATAR. The last step is to truncate these percentiles at intervals of 0.05, commencing at 99.95. These are the ATAR's.

Important Things to Know

- The ATAR is calculated by the universities in NSW and the ACT and is released by the Universities Admissions Centre (UAC)
- The Higher School Certificate is awarded and released by NESA
- Whereas the HSC serves many purposes, the ATAR serves only one - to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose
- The ranking of students depends solely on their performance in Year 12.

Course Outlines

English Faculty

(Faculty Co-ordinator: Ms Jill Brigden)

English is the only compulsory subject for the Higher School Certificate (HSC) and two units MUST be counted for a student's ATAR. Students have a choice of six English Courses, of varying degrees of difficulty. All students must undertake ONE of the 2 Unit English Courses from the following:

English as an Additional Language/Dialect (EALD)

The English EAL/D course is designed for students to become proficient in English to enhance their personal, educational, social and vocational lives. The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. They can become imaginative, critical and confident users of a range of digital technologies and understand and reflect on the ongoing impact of these technologies on society.

The English EAL/D course focuses on the close study of language and meaning and English language learning. Students are provided with opportunities to develop and refine skills in spoken and written English. The English EAL/D course assists students to develop the collaborative and critical thinking skills needed to navigate their way through the 21st-century world. Explicit and targeted English language instruction throughout the English EAL/D course is delivered in context and at students' point of need in order to assist them in achieving Years 11 and 12 outcomes across the curriculum.

The English EAL/D course assists students to participate more effectively in Australian education and society by providing them with the opportunity to learn Standard Australian English in varied, relevant, authentic and challenging contexts. This development of creative and critical English language skills, knowledge and understanding, and their engagement with literature and other textual forms, will contribute to an increased understanding of the diversity and values of Australian and other cultures.

English Studies

Board Developed Course 2 (Category B Course)

Course Entry Guidelines:
Because of changes in the English Studies course, students considering choosing this course should be advised that English Studies is a Stage 6 Board Developed Course (Category B). Students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses.

Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA.

To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

Course Description:
This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes. In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

Main Topics Covered:

Year 11 Course:
Students study 3-4 modules:
Mandatory module: Achieving through English: English in education, work and community.
Students study 2-4 additional syllabus modules (selected based on their needs and interests).
Students may also study an optional teacher developed module.

Year 12 Course:
Students study 3-4 modules:
Common module: Texts and Human Experiences.
Students study 2-4 additional syllabus modules (selected based on their needs and interests).
Students may also study an optional teacher-developed module.

Particular Course Requirements:
In Year 12, the Common Content consists of one module Texts and Human Experiences which is also common to the HSC Standard and the HSC Advanced courses where students study ONE text from the prescribed text list and one related text. Students analyse and explore texts and apply skills in synthesis.

External Assessment:
HSC – to be confirmed by NESA. Students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses.

English (Standard)

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students with a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts, to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access

information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provides students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives.

In their study of English, students continue to develop their creative and critical faculties and broaden their capacity for cultural understanding. The course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They further develop skills in literacy, and independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning.

English (Advanced)

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Through their study of English students can become critical thinkers, and articulate and creative communicators. They extend and deepen their ability to use language in subtle, nuanced, inventive and complex ways to express experiences, ideas and emotions. They refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. They extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes.

Through exploring and experimenting with processes of composition and response, students further develop understanding of how language is employed to create artistic expression in texts. They analyse the different ways in which texts may reflect and/or challenge and extend the conventions of other texts. They evaluate the meanings conveyed in these texts, and how this is achieved. Students further develop skills in independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The modules encourage students to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

In addition to these courses, there are two 1 Unit Courses to cater for students who desire a more challenging course in English literature.

English (Extension 1) (1 Unit)

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

English (Extension 2) (1 Unit) – (Year 12 Only)

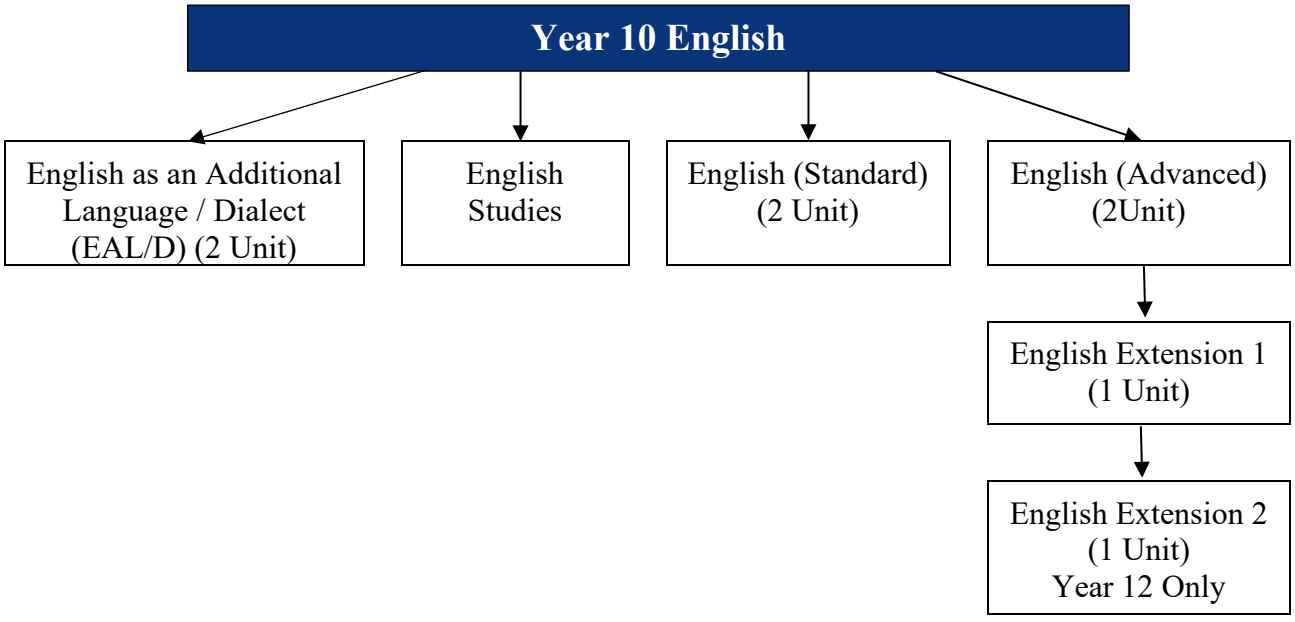
Outstanding English (Extension 1) students have the opportunity to study the additional unit of Extension English in Year 12. This enables a fourth unit of English to be studied. This course consists solely of a Major Work in one of a number of genres. Entry to this course is by invitation only.

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

Through the experimentation with and exploration of form, style and media students express complex concepts and values in innovative, insightful and powerful ways. The creative process involves the exploration and expression of complex human experiences, connects individuals to wider visions and perspectives, and enhances a student's enjoyment of literature and the aesthetics of language.

This course provides students with the opportunity to apply and extend research skills developed in the English Extension Year 11 course for their own extensive investigation and develop autonomy and skills as a composer. English Extension 2 develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

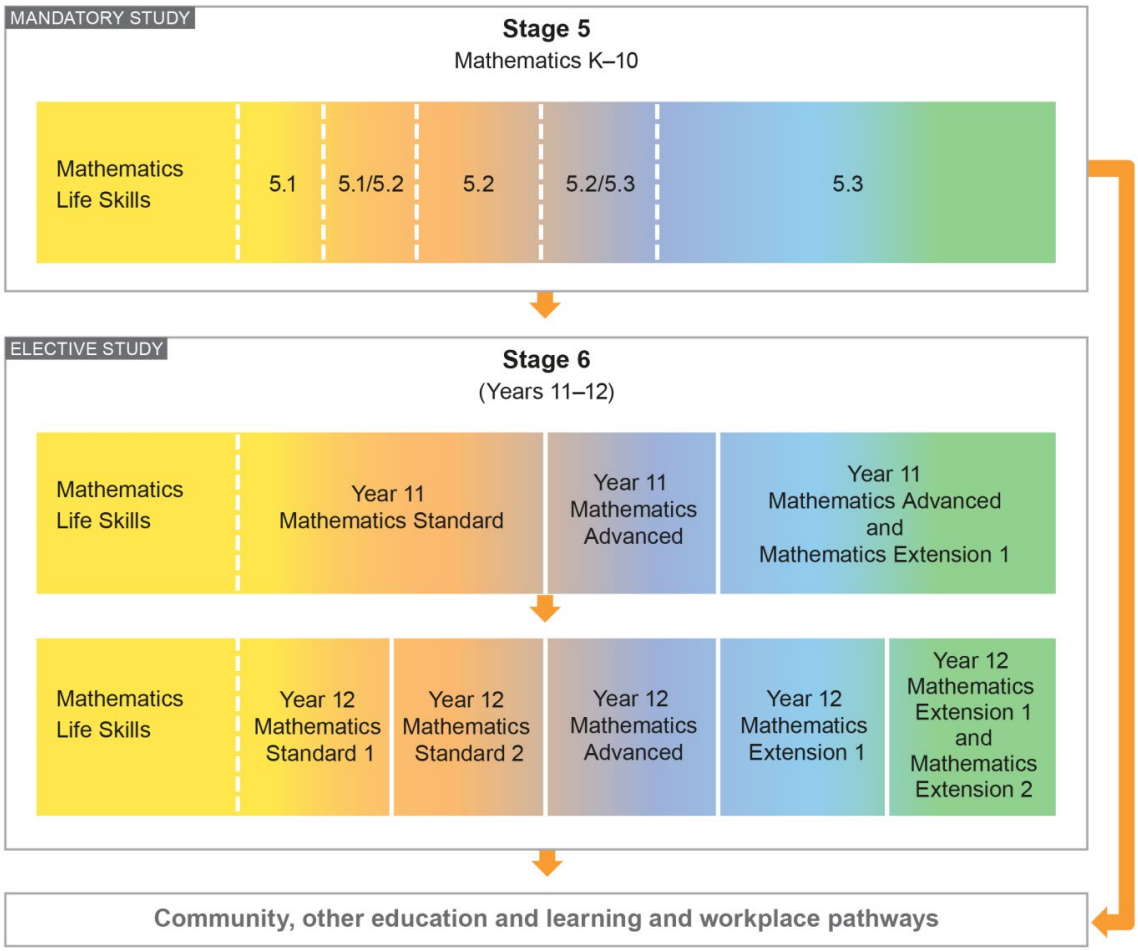
The course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English.



Mathematics Faculty

(Faculty Co-ordinator: Mr Adam Demasi)

Various courses are offered in Mathematics to cater for different student needs and abilities – Mathematics Standard, Mathematics Advanced, Mathematics Extension 1 (3 unit) and Mathematics Extension 2 (4 unit). When choosing a course, students must be realistic. They must consider the level of study they reached in Year 10 (i.e. Stage 5.1, 5.2, 5.3) and their performance at that level along with likely career paths and the prerequisite subjects and levels required for university entry. Below is an extract from NESA's Mathematics syllabus that illustrates the link between courses in Stage 5 to Stage 6.



Mathematics Standard (2 unit)

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects. In Year 11, students complete the following topics: *Algebra, Measurement, Financial Mathematics and Statistical Analysis*. In Year 12, the course splits into Mathematics Standard 1 (modified course) and Mathematics Standard 2 to suit the ability level of the students achieved in Year 11. In Year 12, both courses introduce the Networks to complement the topics studied.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate, they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Mathematics Advanced (2 unit)

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. The course is organised into the following topics: *Functions, Trigonometric Functions, Calculus, Exponential and Logarithmic Functions and Statistical Analysis* in Year 11 with *Financial Mathematics* introduced in Year 12. This course should only be attempted by students who have completed the Mathematics 5.3 course in Year 10 except in exceptional circumstances. Any students wishing to study either of the Extension courses must study the Mathematics Advanced course.

Mathematics Extension 1

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics. The course is organised into the following topics: *Functions, Trigonometric Functions, Calculus, and Combinatorics* with *Proof, Vectors* and *Statistical Analysis* introduced in Year 12. The lessons for Mathematics Extension 1 can potentially held outside the timetable i.e. before or after school.

Mathematics Extension 2 – (Year 12 Only)

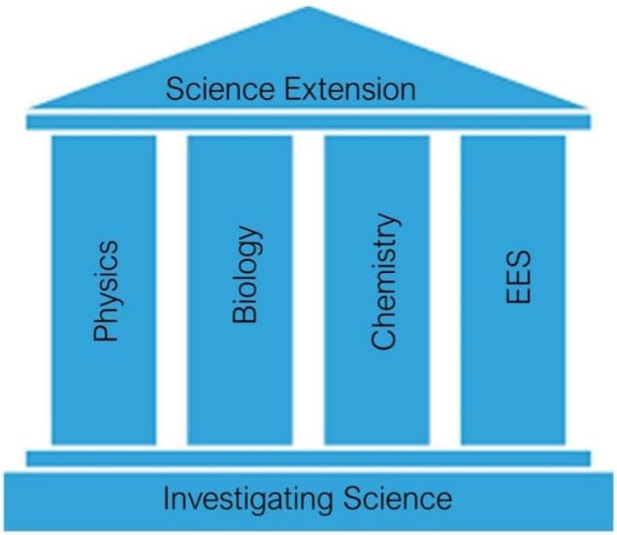
The Mathematics Extension 2 course is available to outstanding Mathematics Extension 1 students in **Year 12,** by invitation. This is a very challenging course.

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the subject. The course is organised into the following topics: *Proof, Vectors, Complex Numbers, Calculus and Mechanics*. The lessons for Mathematics Extension 2 can potentially be held outside the timetable i.e. before or after school.

Science Faculty

(Faculty Co-ordinator: Mrs Elmarie Filmalter)



Four separate 2 Unit Science courses are offered to prospective Year 11 students in 2022: Biology, Chemistry, Physics and Investigating Science. Science Extension will be offered in Year 12.

Students may choose to study just one course or a combination of these courses. Students can undertake a maximum of three 2 Unit courses in Science, plus Extension 1 Science in Year 12. Therefore, a maximum of 7 Units of Science can be studied for the HSC.

Scientific investigations are a key component of all science courses and include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of every Year 11 and 12 course and occupy a minimum of 35 hours of course time each, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-source investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.

All Science students will be expected to undertake a Depth Study as a component of EACH Science course.

Depth Studies
A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

Depth studies provide opportunities for students to pursue their interests in science, acquire a depth of understanding, and take responsibility for their own learning. Depth studies promote differentiation and engagement, and support all forms of assessment, including assessment for, as and of learning. Depth studies allow for the demonstration of a range of Working Scientifically skills.

A depth study may be, but is not limited to:

- a practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations
- presentations, research assignments or fieldwork reports
- the extension of concepts found within the course, either qualitatively and/or quantitatively

A minimum of 30 hours of in-class time is allocated in both Year 11 and Year 12 to the depth studies. At least one depth study must be included in both Year 11 and Year 12 for each Science course.

Students in all Science courses will be assessed on their knowledge, practical skills, ability to work scientifically and ability to process information from both first-hand and secondary courses.

Biology (2 Unit)

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

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

Biology is a practical subject. Students must fulfil the practical requirements for Science courses as outlined above in order to successfully complete this course.

The Preliminary course contains four compulsory modules:

- Module 1: Cells as the Basis of Life
- Module 2: Organisation of Living Things
- Module 3: Biological Diversity
- Module 4: Ecosystem Dynamics

The content of the Preliminary course is considered assumed knowledge for the HSC course. The HSC course contains four compulsory modules:

- Module 5: Heredity
- Module 6: Genetic Change
- Module 7: Infectious Diseases
- Module 8: Non-infectious Disease and Disorders

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

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.

Chemistry (2 Unit)

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

The course further develops an understanding of Chemistry from Year 10 through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using 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 practical subject. Throughout the Preliminary and HSC courses many new experimental techniques are introduced. Students must fulfil the practical requirements for Science courses as outlined above in order to successfully complete this course.

The Preliminary course contains four compulsory modules:

- Module 1: Properties and Structure of Matter
- Module 2: Introduction to Quantitative Chemistry
- Module 3: Reactive Chemistry
- Module 4: Drivers of Reactions

The content of the Preliminary course is considered assumed knowledge for the HSC course. The HSC course contains four compulsory modules:

- Module 5: Equilibrium and Acid Reactions
- Module 6: Acid/Base Reactions
- Module 7: Organic Chemistry
- Module 8: Applying Chemical Ideas

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of Chemistry are often the unifying link between interdisciplinary studies.

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.

Physics (2 Unit)

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

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

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

Physics is a practical subject. Students must fulfil the practical requirements for Science courses as outlined above in order to successfully complete this course.

The Preliminary course contains four compulsory modules:

- Module 1: Kinematics
- Module 2: Dynamics
- Module 3: Waves and Thermodynamics
- Module 4: Electricity and Magnetism

The content of the Preliminary course is considered assumed knowledge for the HSC course. The HSC course contains four compulsory modules:

- Module 5: Advanced Mechanics
- Module 6: Electromagnetism
- Module 7: The Nature of Light
- Module 8: From the Universe to the Atom

Good mathematical skills are essential to enhance student achievement in Physics. Students of Physics should also study Advanced Mathematics and/or Extension 1 and or 2 Mathematics. Students who have not completed 5.3 Mathematics during Year 10 will struggle with the mathematical requirements of the Physics course.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provide the unifying link between interdisciplinary studies.

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.

Investigating Science (2 Unit)

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

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

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

The Preliminary course contains four compulsory modules:

- Module 1: Cause and Effect - Observing
- Module 2: Cause and Effect - Inferences and Generalisations
- Module 3: Scientific Models
- Module 4: Theories and Laws

The HSC course contains four compulsory modules:

- Module 5: Scientific Investigations
- Module 6: Technologies
- Module 7: Fact or Fallacy?
- Module 8: Science and Society

The Investigating Science course is designed to complement the study of the Science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

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.

Science Extension (1 Unit) (Year 12 Only)

The Extension Science course exists to enable students with a passion for science to undertake their own high-level authentic scientific research project. During this course, students will experience key aspects of how scientific researchers work, through;

- Reading current research in an area of their interest
- Developing a feasible research question
- Obtaining a large range of relevant data

- Analysing and interpreting data using statistical methods
- Evaluating their investigation
- Communicating their results in a variety of mediums
- Contacting other professionals

The course is divided into four modules. In the first module, **The Foundations of Scientific Thinking**, students briefly explore the history and philosophy of science to establish the nature of modern scientific thinking. In the second module, **The Scientific Research Proposal**, students will develop their own research proposal by developing a research question, hypothesis, strategy to obtain data and analyse it to answer their question. In the third module, **The Data, Evidence and Decisions**, students will learn and apply a range of data and statistical analysis methods to describe patterns and enable them to make decisions about their hypothesis. In the final module, **The Research Report**, students will write a scientific research report for their investigation.

Each module includes new content for students to learn and apply to their own research project.

To successfully complete this course, students must complete the following:

- Complete another year 12 science course
- Complete their own scientific research project unique to any other depth study completed in other science courses
- Maintain a research portfolio (a logbook) over the duration of their research project following course guidelines
- Write a research report following the course guidelines
- Sit the online HSC Examination for the course
- Meet all of the requirements for their monthly progress reviews for their research project as outlined below.

Additionally, students are expected to:

- submit their research to the Young Scientist state competition
- submit their research report to the STANSW student journal being produced
- and participate in an Extension Science research conference

Personal Development, Health and Physical Education (PDHPE) Faculty

(Faculty Co-ordinator: Mr Richard Upton)

Personal Development, Health and Physical Education (2 Unit)

Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

The PDHPE Syllabus includes two 120-hour courses, which are primarily academic with limited time given to practical activities.

The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students are to study two.

The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two. *(Please see table below)*

Preliminary Course Year 11	HSC Course Year 12
Core Strands (60% Total) • Better Health for Individuals (30%) • The Body in Motion (30%)	**Core Strands (60% Total)** • Health Priorities in Australia (30%) • Factors Affecting Performance (30%)
Options (40% Total) Select two of the following options: • First Aid (20%) • Composition and Performance (20%) • Fitness Choices (20%) • Outdoor Recreation (20%)	**Options (40% Total)** Select two of the following options: • The Health of Young People (20%) • Sport and Physical Activity in Australian Society (20%) • Sports Medicine (20%) • Improving Performance (20%) • Equity and Health (20%)

Community and Family Studies (CAFS)

The Community and Family Studies Stage 6 Syllabus includes two 120-hour courses. The Preliminary course consists of three mandatory modules. The HSC course consists of three core modules representing 75 percent of course time. An options component representing 25 percent of course time includes three modules of which students are to study only one.

Preliminary Course Modules (100% Total)	HSC Course Core modules (75% Total)
Resource Management • Basic concepts of resource management. Indicative course time: 20%	**Research Methodology** • Research methodology and skills culminating in the production of an Independent Research Project. Indicative course time: 25% **Groups in Context** • The characteristics and needs of specific community groups. Indicative course time: 25%
Individuals and Groups • The individual's roles, relationships and tasks within and between groups. Indicative course time: 40%	**Parenting and Caring** • Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society. Indicative course time: 25%
	HSC Course Option Modules (25% Total) Select ONE of the following options:
Families and Communities • Family structures and functions, and the interaction between family and community. Indicative course time: 40%	**Family and Societal Interactions** • Government and community structures that support and protect family members throughout the life span. Indicative course time: 25% **Social Impact of Technology** • The impact of evolving technologies on individuals and lifestyle. Indicative course time: 25% **Individuals and Work** • Contemporary issues confronting individuals as they manage roles within both family and work environments. Indicative course time: 25%

Dance and Drama

(Faculty Co-ordinator: Mrs Elise Tamatea)

Dance (Accelerated Course)

The Dance Stage 6 Syllabus emphasises dance both as an art form in its own right and as an exciting medium for learning that fosters students' intellectual, social and moral development. The artform of dance has a theoretical base that challenges the mind and the emotions, and its study contributes to the students' artistic, aesthetic and cultural education. The study of dance as an art form acknowledges the interrelationship between the practical and theoretical aspects of dance the making and performing of the movement and the appreciation of its meaning.

The Preliminary and Higher School Certificate Dance course is designed for students to develop knowledge, understanding, skills, values and attitudes about dance as an artform through the study of the performance, composition and appreciation of dance. Through the study of dance as an art form, students learn the skills of dance, to perform and create dances, to critically analyse, respond, enjoy and make discerning judgments about dance, and to gain knowledge and understanding.

Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. It is recommended that students undertake other dance lessons, physical training and/or conditioning classes to supplement their dance training. For the benefit of the students studying this course:

The Preliminary course comprises of:

- **Core Performance** – dance technique, safe dance practice and performance quality (40)
- **Core Composition** – generate and produce meaningful dance movement (30)
- **Core Appreciation** – dance history and the analysis of dance performance (30)

The HSC course comprises:

- **Core Performance** – application of performance skills to a solo work (20)
- **Core Composition** – choreographing a solo dance work for another performer (20)
- **Core Appreciation** – analyse and interpret the prescribed dance works of art (20)
- **Major Study** – Students undertake an in-depth study of dance in ONE of the following (40):
  - Performance - performance of a second solo dance work
  - Composition - choreograph another work for 2-3 dancers
  - Appreciation - undertake a second written examination
  - Dance and Technology - choreograph dance for film

Weighting:

Written Examination	– Core Appreciation (20)
Practical Examination	– Core Performance (20)
	– Core Composition (20)
Major Study (40)	

Activities include:

Performance of contemporary/modern dances and technique exercises, dance improvisational and choreographic tasks to develop innovative and meaningful dance movements, observe dance works by others, critically analyse and interpret dance works, read and write about dance, peer and self-evaluation for learning, exploration and manipulation of the elements of dance.

Drama (2 Unit)

Drama is an artform that explores the world through enactment. It is a collaborative art form that involves the creative interaction of individuals using a range of artistic skills. Drama is an important means of understanding the past, exploring the present and imagining the future. In Drama students can investigate, shape and symbolically represent ideas, feelings, attitudes, beliefs and their consequences.

By studying the major Dramatic art forms students acquire skills in creative thinking, interpretation, communication, performance and critical analysis. Students will also become aware of the technical processes and technologies used to heighten a dramatic presentation such as design of sound, lighting, sets, costume and make-up. In the critical study of Drama and theatre, students will recognise the contribution of actors, directors, playwrights, designers and technicians to production.

The study of Drama will develop the talents and capacities of all students – physical, emotional, intellectual, social, spiritual, creative and expressive – as well as developing self-confidence and self-esteem. The structure of the course allows for opportunities where students can concentrate on areas of personal interest and develop 21st century skills.

As part of the course students will need to participate in regular performance work to present before an audience. For the benefit of their dramatic studies, to develop and enhance performance and critical writing skills it is compulsory that students attend and/or view a wide variety of theatre performances throughout the year. These may be evening excursions organised for the class at an additional cost or an extension study to be organised by the student to attend in their own time.

Skills covered may include:

- Improvisation and Play Building
- The Reading and Writing of Scripts as Texts for Performance
- Performance Spaces and the Conventions of Theatre
- Technical Aspects of Production
- Experience of Dramatic Presentations
- Discussion, Reading and Writing about Drama and Theatre

Year 11 - Preliminary Course	
• Improvisation, Play building, Acting • Elements of Production in Performance • Theatrical Traditions and Performances	Common Course Content

Preliminary Course (Internal):
Making (40), Performing (30), Critically Studying (30)

Year 12 – HSC Course	
Australian Drama and Theatre	Compulsory Core
Studies in Drama and Theatre	Choice of Seven Core Topics
Group Performance	Compulsory Core
Individual Project	One chosen from: Performance, Design, Critical Analysis, and Video Drama

Higher School Certificate (Internal):
Making (40), Performing (30), Critically Studying (30)

Higher School Certificate (External):
Written Examination (40)
Practical Examination - Group Performance (30)
Individual Project (30)

Music

(Faculty Co-ordinator: Mr David Cosentino)

Music 1 (2 Unit)

Music 1 builds on the Mandatory Music course. It caters for students who have diverse musical backgrounds and musical interests, including those with an interest in both Traditional and Popular Music. It accommodates the widely differing needs and abilities of students, ranging from the broadly based to the desire to specialise, by allowing flexibility in the topic choice and areas of study. Students may enter the course from the Mandatory (Year 7 and 8) course or Elective (Year 9 and/or 10) course.

Preliminary Course
Students will develop knowledge and understanding of the **concepts of music** (duration, pitch, dynamics and expressive techniques, tone colour, texture, structure) through the **learning experiences** of performance, composition, musicology and aural within the **context** of a range of styles, periods and genres. During the Preliminary course students will study at least THREE of the topics listed below.

HSC Course
Students will develop a greater depth of knowledge and understanding of the concepts of music and skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students will study THREE topics which are **different** from those studied in the Preliminary course.

Topics Available for Study in Preliminary and HSC Courses:

An instrument and its repertoire
Australian music
Baroque music
Jazz
Medieval music
Methods of notating music
Music and religion
Music and the related arts
Music for large ensembles
Music for radio, film, television and multimedia
Music for small ensembles
Music in education
Music of a culture (Preliminary course)
Music of a culture (HSC course)
Music of the 18th century
Music of the 19th century
Music of the 20th and 21st centuries
Popular music
Renaissance music
Rock music
Technology and its influence on music
Theatre music

Assessment Weighting

Preliminary Course (Internal):
Performance (25), Composition (25), Musicology (25) and Aural (25)

Higher School Certificate (Internal):
Performance Core (10), Composition Core (10), Musicology Core (10), Aural Core (25)
Elective I (15), Elective II (15), and Elective III (15)

Elective I, II and III can be any combination of Performance, Composition or Musicology

Higher School Certificate (External):
Core Performance (20), Written Examination – Core Aural Skills (30)

Elective I (20), Elective II (20), and Elective III (20)

Elective I, II and III can be any combination of Performance, Composition or Musicology.

The examination will consist of a written aural skills paper worth 30 marks, a core performance practical examination worth 20 marks and three elective examinations worth 60 marks (Total 80). 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.

Cost: There are also some compulsory excursions costing approximately $200.00.

Students may not study both Music 1 and Music 2.

Music 2 (2 Unit)

The purpose of Music 2 is to provide students with the opportunity to build on the knowledge, skills, understanding and attitudes gained in Music 7-10 and encourage the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to extend their musical knowledge with a focus on Western art music and it will serve as a pathway for further formal study in tertiary institutions or in fields that use their musical knowledge. Most students will enter the course from the Elective course in Years 9 and 10.

Course Content
The study of music involves looking at music of many different styles from Jazz, Blues, Theatre Music and other modern styles through to classical styles of music including Gregorian Chants, symphonic music, etc. In both courses' students will be involved in learning experiences from the following areas, with each course varying slightly in the depth of exposure.

The learning experiences and assessment come from:

Performance:	Students will perform music of a variety of styles on instruments such as guitars, synthesisers, orchestral instruments, computers or voice.
Composition:	Making up or composing original music in many styles or adapting other composers' music for performance.
Musicology:	This is the knowledge about how music is constructed, and what aspects of society have influenced the way the music sounds. This component is essential for correct performances and composition.
Aural:	This is often referred to as the training for the musical ear with the development of musical hearing in areas of pitch, style and sound discrimination.

Preliminary Course (Internal):
Performance (25), Composition (25), Musicology (25) and Aural (25)

Higher School Certificate (Internal):
Core Performance (20), Core Composition (20), Core Musicology (20), Core Aural (20)
Elective (20)

Elective can be either Performance or Composition or Musicology

Higher School Certificate (External):
Written Paper - Core Musicology and Core Aural (35)
Practical Examination - Core Performance (15) and Sight Singing (5)
Core Composition (15)
Elective (30) (Elective can be either Performance or Composition or Musicology)

The Preliminary Course Comprises:

- **Mandatory Topic:** Students will study Music 1600–1900
- **Additional Topic:** Students will study ONE of the following topics; Australian music, Music of a Culture, Medieval Music, Renaissance Music, Music 1900–1945, Music 1945–Music 25 years ago.

The HSC Course Comprises:

- **Mandatory Topic:** Students will study Music of the last 25 years (Australian focus)
- **Additional Topic:** Students will study ONE of the following topics, different to the Preliminary course; Music of a Culture, Medieval Music, Renaissance Music, Baroque Music, Classical Music, Music in the Nineteenth century, Music 1900–1945, Music 1945 to Music 25 years ago.

Cost: There are also some compulsory excursions costing approximately $200.00.

Students may not study both Music 1 and Music 2.

Music Extension (1 Unit) (Year 12 Only)

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 student's advanced music knowledge and skills towards independent musicianship.

The Extension course offers a high degree of specialisation in Performance OR Composition OR Musicology in which each student follows an individual program of study. It provides an opportunity for musically and academically talented students to undertake a rigorous music study commensurate with their academic and musical sophistication.

Higher School Certificate:
Students are to choose either Performance OR Composition OR Musicology (Essay)

Higher School Certificate (Internal):
The Weighting is 100 marks. Students can choose either Performance or Composition or Musicology.

Higher School Certificate (External):
The Weighting is 50 marks. Students can choose either Performance or Composition or Musicology.
Performance Major – Solo (30) and Ensemble (20)
Composition Major (50)
Musicology Major (50)

Cost: NIL cost as this course is in addition to the Music 2 course.

Students must study the Music 2 course to gain access to the Music Extension course.

Visual Arts

(Faculty Co-ordinator: Mrs Dannyelle Tierney)

Visual Arts (2 Unit)

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Preliminary Course learning opportunities focus on:

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on:

- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

Particular Course Requirements:

Preliminary Course

- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

HSC Course

- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.

Course Exclusions:

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

Technological and Applied Studies Faculty

(Faculty Co-ordinator: Mr Joe Blackwell)

Design and Technology (2 Unit)

The study of Design and Technology develops conceptual understanding and enables students to creatively apply these to specific technological design projects, combining project work with theory.

In the **Year 11 Preliminary course** students use Graphic Design to underpin their ideation and design flair through the continued use of the Adobe Suite. They also use the tools and machinery to further develop their understanding of manufacture. In addition, they look closely at the environmental impacts of design in society around them, developing a project which incorporates the HSC Major Design Project framework, developing skills already learnt, working with a range of materials and help raise awareness into global environmental issues.

Skills that are developed during the preliminary course:

- Independent learning
- Analytical Researching
- Graphic Communication
- Project-based skills across a range of mediums and technologies

In the **Year 12 HSC course** students undertake a Major Design Project, which they develop from an area of personal interest. This forms much of their HSC mark. The project is supported by a detailed 80-page folio using Adobe InDesign, that looks at research, creativity, experimenting, manufacture and continuous evaluation. An inclination in dedication, excellent time and organisational management skills and a strong ability to work independently are recommended.

The topics studied in the HSC course include:

- The influence of trends on design and production
- Innovation and Emerging Technologies.
- Sustainable Design, including the impact of design on society and the environment.
- Creative and innovative approaches to design and production.
- Management strategies for the Major Design Project.

Internal assessment comprises:

- A multimedia presentation to class on the project proposal for the Major Design Project.
- Case study on Innovation.
- Report on the role of experimentation in Design Activities.
- Trial HSC Examination.

Both courses involve approximately 60% project work, which is underpinned by the remaining 40% of design theory and study of design itself. Case studies, presentations and research content about the impact of innovation, society and technological trends are more basis of the remaining content, in which students develop their understanding for the lead into their HSC's.

No prerequisite of stage 5 DT is required for stage 6 study, yet high levels of achievement are driven by strong student motivation and passion for the subject area.

Food Technology

For the purposes of the Food Technology Stage 6 Syllabus, food technology refers to knowledge and activities that relate to meeting food needs and wants. The provision and consumption of food are significant activities of human endeavour, with vast resources being expended across domestic, commercial and industrial settings. Food issues have a constant relevance to life. This concept underpins the subject and is reflected throughout the Preliminary and HSC courses.

The syllabus provides students with a broad knowledge of food technology. The factors that influence food availability and selection are examined and current food consumption patterns in Australia investigated.

Food handling is addressed with emphasis on ensuring safety and managing the sensory characteristics and functional properties of food to produce a quality product. The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is explored.

The structure of the Australian food industry is outlined and the operations of one organisation investigated. Production and processing practices are examined, and their impact evaluated. The activities that support food product development are identified and the process applied in the development of a food product.

Contemporary nutrition issues are raised, investigated and debated. This knowledge enables students to make informed responses to changes in the production to consumption continuum and exert an influence on future developments in the food industry as educated citizens and in their future careers.

Main Topics Covered:

Preliminary Course	HSC Course
Food Availability and Selection • Influences on food availability • Factors affecting food selection Food Quality • Safe storage of food • Safe preparation and presentation of food • Sensory characteristics of food • Functional properties of food Nutrition • Food nutrients • Diets for optimum nutrition	The Australian Food Industry • Sectors of the AFI • Aspects of the AFI • Policy and legislation Food Manufacture • Production and processing of food • Preservation • Packaging, storage and distribution Food Product Development • Factors which impact on food product development • Reasons for and types of food product development • Steps in food product development • Marketing plans Contemporary Nutrition Issues • Diet and health in Australia • Influences on nutritional status

Food Technology Higher School Certificate Examination Specifications:

- The examination will consist of a written paper worth 100 marks.
- Time allowed: 3 hours plus 5 minutes reading time.
- The paper will consist of four sections.

Information Processes and Technology (2 Unit)

Information Processes and Technology is the study of computer-based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

Main Topics Covered:

Preliminary Course:

- Introduction to Information Skills and Systems
- Tools for Information Processes
- Planning, Design and Implementation
- Project work

HSC Course:

- Information systems and Databases
- Communication based information systems
- Option strands, the study of two information systems
- Project work

Requirements and Skills:

This course is intended for a wide range of students. It will satisfy some of the needs of senior students who intend to enter the workforce after completing the Higher School Certificate as well as students who intend to proceed to tertiary studies in any field. It is not mathematically oriented, and it is designed to complement any program of study. Students who want to understand how computers work or to appreciate some of the effects that the use of computers is having on our society, will find this course useful.

Assessment will be based on both written examinations and project work.

Industrial Technology - Multimedia

Industrial Technology Multimedia is the study of technology relating to businesses in the multimedia industry. Multimedia focuses on products such as animated or short films, digitally produced advertising, marketing, websites, logos and gaming. Students will learn to create different medias on the Adobe Suite, InDesign, Premiere Pro, Illustrator, After Effect. Spreadsheets are created on Excel for time management and finance plans. Both the Preliminary and HSC courses are organised around four sections:

A. Industry Study
B. Design, Management and Communication
C. Production
D. Industry Related Manufacturing Technology.

The preliminary course is project-based, with related management portfolios to support the practical projects. During the year you will complete different projects incorporating, audio, video and animation creation/manipulation, an in-depth business study with practical group task components such as floorplans and logo design and website development.

The HSC is focused on the Major Project which is student directed learning with mentoring by the teacher. Students develop their ideas for their project early in Term 1 which will direct the creation of their product in Term 2 and 3 of Year 12. Students will use this Major Project as an opportunity to explore areas of Multimedia which interest them. Students should be ready to explore many ideas through the designing process of research, idea generation, testing, producing and evaluating.

Dedication, excellent time and organisational management skills and a strong ability to work independently are recommended.

Software Design and Development

Software Design and Development is designed to provide students with the knowledge, understanding, skills and values needed to solve problems through the creation of software solutions. The program involves the students in classroom discussions, completion of individual and group tasks and a major programming project.

In the Preliminary Course students are introduced to the software development cycle. The HSC Course builds on that knowledge and takes the students to a deeper examination of the concepts involved.

Students in the Preliminary Course are required to complete a group software project and so have had exposure to implementing and maintaining projects. These skills will be further developed during the HSC Course. The HSC Course requires each student to complete a major software development project which is completed during terms 1–3. It is intended that the project skills are to be incorporated into the work completed throughout the year. In addition to building skills in computer programming, the course covers the following topics.

Table of Units:

1. Social and ethical issues
2. Case study (Application of software development approaches)
3. Defining and understanding the problem
4. Planning and designing of software solutions
5. Implementation of software solutions
6. Testing, evaluation and maintenance of software solutions
7. Option 2 - The software developer's view of hardware (group project)

Human Society and Its Environment (HSIE) Faculty

(Faculty Co-ordinator: Mrs Abby Jeffery, Assistant Co-ordinator: Mrs Katie Finney)

Ancient History (2 Unit)

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.

Preliminary Course Structure
The Preliminary course covers a wide range of topics that are aimed at preparing the students for the HSC course, through skill development and in introducing the students to some of the interesting Ancient Societies.

Topics of Study may include:

- Investigating Ancient History
  - The Nature of Ancient History
  - Case Study 1 - Boudicca
  - Case Study 2 - Persepolis
- Features of Ancient Societies
  - Power and Image
- Historical Investigation

HSC Course Structure
The HSC course is designed to allow students to study in depth a number of periods, societies and individuals. The internal assessment of the course will be made up of a range of tasks including research tasks and source analysis. These topics make the use of a great deal of primary literature and archaeological sources.

Topics of Study:

- Historical Society – Minoan Crete
- Historical Period – Early New Kingdom Egypt to Thutmose IV
- Personality Study – Hatshepsut
- Core Study – Pompeii and Herculaneum

As with Modern History, students who excel in Ancient History may choose to take on the extra unit of **Extension History** in Year 12**.**

Business Studies (2 Unit)

Business Studies aims to empower students to become informed and responsible citizens by developing knowledge, understanding, skills and values relevant to their interactions with business and participation in a dynamic business environment.

Through Business Studies, students will develop knowledge and understanding about:

- the nature, role and structure of business
- internal and external influences on business
- the functions and processes of business activity
- management strategies and their effectiveness

Preliminary Course Structure
The Preliminary Course is based on a study of four compulsory topics and the completion of a Business Research Task. The Business Plan is a project undertaken throughout the course to support course objectives and outcomes.

Topics of Study:

- Nature of Business
- Business Management
- Business Planning

HSC Course Structure
The HSC Course is based on a study of four compulsory topics.

Topics of Study:

- Operations
- Marketing
- Finance
- Human Resources

Economics (2 Unit)

The aim of Economics is to develop students' knowledge, understanding, skills, values and attitudes for effective economic thinking that will contribute to socially responsible, competent economic decision-making in a changing global economy.

Through the study of Economics in Stage 6, students will develop knowledge and understanding about:

- The economic behaviour of individuals, firms, institutions and governments in a variety of contexts.
- The function and operation of markets
- The operation and management of economics
- Contemporary economic problems and issues facing individuals, firms and governments.

Preliminary Course Structure
The Preliminary course is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Much of the behaviour is influenced by the operation of markets. Two key markets, the labour and the financial markets are examined in detail. The Preliminary course provides an essential foundation for the HSC Course.

Topics of study:

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

HSC Course Structure
The HSC Course focuses on the management of an economy and is therefore essentially macroeconomic in nature. It examines the external framework in which the Australian economy operates. The course investigates the impact of the global economy on the Australian economy and the link between economic issues and the management of the economy, with specific reference to the Australian economy.

Topics of study:

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

Geography (2 Unit)

Senior Geography is about life-long interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied. By definition, Geography provides knowledge of the earth and helps people to plan and make decisions concerning this fascinating globe. It provides an intellectual challenge to reach a deeper understanding of the variable character of life on our planet and enables students to explore issues as informed citizens of this ever changing world. The multi skilled Geographer develops a broad perspective across many disciplines and this is immediately transferable to the world of work.

Senior Geography involves practical work in the field as an important component of the students' visual and hence mental stimulation. Preliminary work expands their knowledge of both the physical and human world with topics such as the functioning of the hydrosphere, lithosphere, biosphere and the atmosphere with the human impact and need for responsible and sustainable management discussed at length. Population, cultural and developmental geography are three studies which lead the student into a discussion of the causes and results of international conflicts, development of nations plus the increasing multi-culturalism of the world.

The Higher School Certificate course is divided into three equal parts with an emphasis on ecosystem management, global urbanisation and world cities plus the environmental and social impacts of an economic activity. All courses include interesting and varied case material as diverse as a mega cities in the developing world, wildlife regeneration after the Mt St Helens volcanic eruption and the ecological management of the Snowy Mountains.

There is a compulsory Senior Geography Project in the Preliminary Year in which students choose an issue of their choice, investigate the issue using primary-based research methodologies and complete a geographical report. Students also experience a mandatory a fieldwork excursion. In the past this has been to the Snowy Mountains in Year 12. The aim of the fieldwork excursion is for students to learn and experience first-hand the alpine area of Mount Kosciusko as well as the tourism industry of Jindabyne and Perisher Resort. The fieldwork excursion is definitely a highlight for all students involved. It is hoped that the future fieldwork will be to the Great Barrier Reef, staying in Cairns. This would involve a talk from an Aboriginal ranger, a visit to Fitzroy Island and the turtle rehabilitation centre, snorkelling trips and completing a variety of fieldwork tasks.

Legal Studies (2 Unit)

Legal Studies develops students' knowledge, understanding and skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as citizens at the local, national and international level.

Through Legal Studies, students will develop knowledge and understanding about:

- the nature and institutions of domestic and international law
- the operation of Australian and international legal systems and the significance of the rule of law
- the interrelationship between law, justice and society and the changing nature of the law.

Preliminary Course Structure
The Preliminary Course is divided into three parts. Parts one and two are prescribed. In part three of the course, two focus groups are chosen for a more in-depth study.

Topics of Study:

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

HSC Course Structure
The HSC Course is based on a study of two compulsory topics as well as two elective focus studies.

Topics of Study:

- Crime
- Human Rights
- Additional elective focus studies. E.g. World Order and Family Law

Modern History (2 Unit)

Preliminary Course Structure
The Preliminary Modern History Course is designed to engage students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. Skills that are fundamental to the HSC will also be addressed, such as analysing sources, interpretation of sources, and addressing source contestability. The Preliminary Course at Pittwater House will include the core unit of study, 'The Shaping of the Modern World', and a selection of depth studies such as those listed below:

- The Decline and Fall of the Romanov Dynasty
- The Construction of Modern Histories: Donald Trump
- The Origins of the Arab-Israeli conflict
- World War 1

HSC Course Structure
The HSC Course is designed for students to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Utilising source-based skills, students will construct and analyse historical accounts, explore historical problems and consider problems of evidence. The Modern History HSC course at Pittwater House will include the core unit of 'Power and Authority in the Modern World 1919-1946' and a selection of depth studies such as those listed below:

- Russia and the Soviet Union 1917-1941
- Conflict in Europe 1935-1945
- Apartheid in South Africa 1960-1994

The internal assessment in Year 12 will be made up of a range of tasks including a research task and analysis of sources.

Studies of Religion 1 (1 Unit) Compacted Course

One Unit for each of the Preliminary and HSC Year Board Developed Course. This course will be compacted into Year 11, (studying both the preliminary course in Year 11 and the HSC course in Year 11), enabling students to sit their HSC exam for this subject in November 2022.

The course will be delivered multimodal, to reflect the challenges and demands of tertiary study, that is a combination of timetabled classes, off timetable classes (before, after school), an online dimension, an overnight excursion and holiday classes leading into the HSC examinations.

The benefits to students undertaking the compacted course include: aiding in alleviating the pressures of Year 12, learning the benefits of solid study habits, time management and developing high order analytical and research skills which results in students being exposed to HSC examinations.

The challenges of the set-up of this course is: studying more units in Year 11 and the multimodal nature of the delivery of the course.

Studies of Religion 1 promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society, with an emphasis on the Australian context.

Preliminary Course Structure

- The nature of religion and beliefs
- Two religious tradition studies: Islam and Buddhism. Study includes; origins, principal beliefs, sacred texts and writings, core ethical teachings, personal devotion.

HSC Course Structure

- Religion and belief systems in Australia post-1945.
- Two religious tradition depth studies; Islam and Buddhism. Each depth study covers a significant person, ethics and a significant practice in the lives of adherents.

Studies of Religion emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective lifelong learners.

	Term 4 - 2021	Term 1 - 2022	Term 2 - 2022	Term 3 - 2022	Term 4 - 2022
Topic	The nature of religion	Buddhism	Islam	Australia's religious landscape	Revision
Course	Preliminary course work	Preliminary & HSC course work	Preliminary & HSC course work	HSC Course work	HSC
Assessment	6 days of Class Time	Preliminary tasks 1 & 2	Preliminary Examination & HSC Task 1	HSC Task 2 and Trial Examination	HSC Examination 1hr 30min

History Extension (1 Unit) (Year 12 Only)

History Extension is a course that more gifted students looking for a challenge will undertake in Year 12 after successfully completing the requirements of the standard Preliminary year of the 2 Unit Ancient History or Modern History course.

The Extension History course follows a very different structure to either Ancient or Modern History. The topics are broad and conceptual with less focus on narrative and far greater focus on historiography. This focus on historiography and sustained historical enquiry ensures that students progress beyond the knowledge and understanding outcomes of the Ancient History and Modern History courses. More importantly, the topic options and case studies vary from school to school but every student responds to the same HSC exam questions and utilizes the readings and case study option they have covered. To be successful students need to maintain focus on the central (key) questions and use them to frame thinking of every part of what is learnt through the course.

The syllabus assumes that students have achieved a high standard in the Preliminary Ancient History or Modern History courses, have developed sound critical thinking skills and the capacity to work independently.

The History Extension course comprises two parts:

- A study of historical writing movements ranging from classical historians to the scientific approach of more recent Postmodernist Theorists in addition to a case study eg. Elizabeth I.
- In **Part 2 (40%)** the students construct a major History Project in a written format.

Languages Faculty

(Faculty Co-ordinator: Mrs Juliette Sellies)

French Continuers (2 Unit)

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Prescribed Themes	**Mandatory Topics**
The Individual	Personal Identity
	Relationships
	School Life and Aspirations
	Leisure and Interests
The French-Speaking Communities	Daily Life/Lifestyles
	Arts and Entertainment
The Changing World	Travel and Tourism
	The World of Work
	Current Issues
	The Young People's World

Students will be required to sit aural and oral examinations as well as written papers. The aural and oral components make up 45% of the HSC assessment in French.

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of different written material
- Writing for a variety of purposes
- Studying French culture through texts

French Extension (1 Unit) (Year 12 Only)

This course is intended for students who are very competent in the French Continuers course and it may only be taken in Year 12. It involves in-depth study of a prescribed film, exploring specific themes and issues. Students require a high level of French to be able to propose and support a point of view on a specified topic in the form of monologues. They are required to respond in English to an extract from the prescribed text, commenting on character development, language used, light, sound and camera effects.

Students respond to given stimulus from prescribed text that must be in French. The writing section involves an extended piece of writing of 300 words in French. This unit is studied concurrently with French Continuers and not separately and counts as a third unit.

Students are required to sit oral examinations as well as written papers.

External Language Study Options

Option 1: The NSW School of Languages – HSC Languages by Correspondence

Students who wish to study languages other than those offered above, may elect to take these through the NSW School of Languages which offers:

Arabic – Beginners
French – Beginners, Continuers, Extension
German – Beginners, Continuers, Extension
Indonesian – Beginners, Continuers, Extension
Italian – Beginners, Continuers, Extension
Japanese – Beginners, Continuers, Extension
Korean – Continuers,
Latin – Continuers
Modern Greek – Beginners, Continuers, Extension
Russian – Continuers
Spanish – Beginners, Continuers, Extension
Chinese – Beginners, Continuers, Extension

With the exception of French these courses are not offered directly by the school. There are additional tuition fees imposed by the NSW School of Languages. The cost for these courses in 2021 was **$800** per annum.

Option 2: Saturday School of Community Languages

The SSCL Centre at Chatswood High School offers the opportunity to those students who wish to study their background language to HSC level. Therefore, their courses are only available to **Chinese and Literature only.**

The languages offered are: *Armenian, Chinese, Dutch, Italian, Japanese, Modern Greek and Spanish.*

There is **no cost** incurred in the study of these languages at SSCL.

It is recommended that students from non-English speaking background, choose their native language for study at the HSC level.

For more information or application forms, you can liaise with Mrs Juliette Sellies.

TVET Course List 2022

(TAFE Co-ordinator: Mrs Mellissa Murray)

TAFE NSW Sydney Region
2022 TVET Course List

Industry Curriculum Framework NESA Course Name	Delivery	ATAR	Bradfield	Enmore	Gymea	Hornsby	Loftus	Meadowbank	Northern Beaches	Randwick	Ryde	St George	St Leonards	Ultimo
Automotive (Mechanical Technology)	2u x 2y	Yes				■			■					■
Automotive (Mechanical Technology)	2u x 1y	No				■			■					■
Automotive (Vehicle Body)	2u x 2y	Yes												■
Automotive (Vehicle Body)	2u x 1y	No												■
Business Services (Certificate III Business)	2u x 2y	Yes			■	■		■	■			■		■
Business Services (Certificate III Business)	2u x 1y	No			■	■		■	■			■		■
Construction (Pathways)	2u x 2y	Yes			■	■		■		■				
Construction (Pathways)	2u x 1y	No			■	■		■		■				
Electrotechnology (Career Start)	2u x 2y	Yes			■	■		■	■			■		■
Electrotechnology (Career Start)	2u x 1y	No			■	■		■	■			■		■
Electrotechnology (Computer Assembly & Repair)	2u x 2y	Yes												■
Entertainment Industry	2u x 2y	Yes	■											
Hospitality (Food and Beverage)	2u x 2y	Yes					■		■		■			■
Hospitality (Food and Beverage)	2u x 1y	No					■		■		■			■
Hospitality (Kitchen Operations and Cookery)	2u x 2y	Yes									■			
Hospitality (Kitchen Operations and Cookery)	2u x 1y	No									■			
Human Services (Allied Health)	2u x 2y	Yes											■	■
Human Services (Acute Care)	2u x 2y + 1u	Yes												■
Information and Digital Technology (Digital Animation / Gaming Development)	2u x 2y	Yes											■	

Information correct as at 18.5.2021

Industry Curriculum Framework NESA Course Name	Delivery	ATAR	Bradfield	Enmore	Gymea	Hornsby	Loftus	Meadowbank	Northern Beaches	Randwick	Ryde	St George	St Leonards	Ultimo
Information and Digital Technology (Digital Animation / Gaming Development)	2u x 1y	No											■	
Information and Digital Technology (Digital Animation)	2u x 2y	Yes				■								
Information and Digital Technology (Digital Animation)	2u x 1y	No				■								
Information and Digital Technology (Networking and Hardware)	2u x 2y	Yes												■
Information and Digital Technology (Networking and Hardware)	2u x 1y	No												■
Information and Digital Technology (Web and Software Applications)	2u x 2y	Yes				■								■
Information and Digital Technology (Web and Software Applications)	2u x 1y	No				■								■
Primary Industries (Horticulture)	2u x 1y	No									■			
Tourism, Travel and Events (Events)	2u x 2y	Yes				■	■		■		■			■
Tourism, Travel and Events (Events)	2u x 1y	No				■	■		■		■			■
Tourism, Travel and Events (Tourism)	2u x 2y	Yes				■	■		■		■			■
Tourism, Travel and Events (Tourism)	2u x 1y	No				■	■		■		■			■

Please note

- ATAR possible if completion of 240H - 2u x 2y course and HSC exam is sat.
- 120H – 2u x 1y ICF courses are non-ATAR; sitting of the HSC exam is not possible.
- ICF courses have mandatory work placement requirements.
- Courses are subject to change.

Information correct as at 18.5.2021

Board Endorsed Courses NESA Course Name	Delivery	Bradfield	Enmore	Gymea	Hornsby	Loftus	Meadowbank	Northern Beaches	Randwick	Ryde	St George	St Leonards	Ultimo
Animal Studies	2u x 2y												■
Baking	2u x 1y												■
Baking **(ACCESS)**	2u x 1y									■			
Beauty Services (Make-Up)	2u x 2y			■			■					■	■
Hair or Beauty Services (Make Up)	2u x 1y			■			■					■	■
Community Dance, Theatre and Events	2u x 2y	■											
Community Services - (Introduction) (Welfare)	3u x 1y												■
Design Fundamentals (Fashion)	2u x 1y				■								■
Design Fundamentals (Graphics)	2u x 1y		■		■								
Design Fundamentals (Interior Design)	2u x 1y		■										
Design Fundamentals (Multi Discipline)	2u x 1y		■										
Early Childhood Education and Care	2u x 2y				■	■	■	■	■			■	
Engineering Pathways	2u x 1y												■
Fitness	2u x 2y					■	■	■	■				
Floristry (Assistant)	2u x 1y												■
Hair or Beauty Services (Retail Cosmetics) **(ACCESS)**	2u x 1y			■									■
Laboratory Skills	2u x 1y												■
Maritime Operations - Certificate II (Coxswain Grade 1)	2u x 2y												■
Maritime Operations - Certificate II (Coxswain Grade 1)	2u x 1y												■
Music Industry	2u x 2y	■											
Music Industry	3u x 1y												■
Plumbing - Introduction	2u x 2y			■			■		■				

Information correct as at 18.5.2021

Board Endorsed Courses NESA Course Name	Delivery	Bradfield	Enmore	Gymea	Hornsby	Loftus	Meadowbank	Northern Beaches	Randwick	Ryde	St George	St Leonards	Ultimo
Real Estate Practice	2u x 2y				■		■	■				■	■
Real Estate Practice	2u x 1y				■		■	■				■	■
Retail Services **(ACCESS)**	2u x 1y				■	■							■
Salon Assistant	3u x 1y			■			■	■					■
Screen and Media	2u x 2y	■											
Screen and Media (3D Games Artistry) **(Saturday)**	2u x 1y		■										
Screen and Media (Production (Film and Television))	2u x 1y								■			■	■
Screen and Media (Radio & Journalism)	2u x 1y												■
Visual Arts (Photography)	2u x 1y				■								■
Visual Arts (Photography)	2u x 2y												■

Please note

- Board Endorsed Courses are non-ATAR.
- Mandatory work placement requirements for Early Childhood Education and Care and Plumbing Introduction.

Information correct as at 18.5.2021

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