



Merewether High School

Year 11 and 12 Curriculum Handbook

STAGE 6

2022 - 2023

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PREFACE

This senior prospectus provides information relevant to Year 11 students at Merewether High School in 2022. This document should be read in conjunction with the NSW Education Standards Authority (NESA) booklet “Studying for the NSW Higher School Certificate”, which will be issued to Year 10 students in Term 3 2022.

All courses offered by this school are listed together with an outline of content and examination requirements. Initial course selection is vital and student’s choices should be made with a two year plan for the HSC in mind. Parents and students are advised to carefully read and discuss all the information provided.

Following upon the issue of this booklet, students should also take the opportunity to discuss choices individually with their Year Advisers, Teachers and Head Teachers.

Students will be emailed to their school email address, a web link and personalised code to enter their subject choices online. (A sample of the online student input form is included at the end of this booklet). ***Once submitted, students will be required to print a copy of their completed selection form, have it signed by a parent or carer and return this copy to the white box outside the Head Teacher Admin office by Friday 6 August 2021.*** From the students’ selection, our line pattern for the Year 11 2022 timetable will be determined.

Some students will not be able to obtain their original choice of courses because:

- a) The courses they have chosen are incompatible with the line pattern determined by the majority of students’ selections.
- b) The courses they have chosen have insufficient takers and therefore have to be removed from the choices available.

It cannot be assumed that all courses listed in this prospectus will run in the year 2022.

Please Note: Students and parents are reminded that some courses in the senior school incur a charge for consumables. It is the school’s expectation that parents will take such charges into consideration when students select their courses. The school requires senior course charges to be paid the end of Term 1, 2022. Any parent who wishes to inquire about the possibility of student financial assistance may contact the Principal and discuss options in a confidential manner.

Rochelle Dooley
Principal

** Information contained herein is correct at the time of printing but may be subject to variation.*

Part 1

HSC
(Higher School Certificate)

and

ATAR
(Australian Tertiary Admission Rank)

THE HIGHER SCHOOL CERTIFICATE REQUIREMENTS

To be eligible for the award of the HSC:

- You must sit for and make a serious attempt at the Higher School Certificate Examinations, having previously satisfied the Year 11 Course requirements.
- You must have satisfactorily completed courses that meet the pattern of studies required by NESA for the award of the Higher School Certificate. This includes the completion of oral or project works required for specific courses and assessment requirements for each course.
- You must select courses that comply with a minimum pattern for both Year 11 and Year 12 years:
 - 12 units of Year 11 Courses.
 - 10 units of HSC Courses.

The school strongly recommends that students study at least 12 units of HSC Courses to provide themselves with flexibility, options and choice in the ATAR (Australian Tertiary Admission Rank) selection of the best 10 units.

Both the Year 11 Course pattern and the HSC Course pattern must include:

- At least 6 units of Board Developed Courses
- At least 2 units of a Board Developed Course in English
- At least 3 courses of 2 units value (or greater) and
- At least four subjects.

No more than 6 units of courses in Science can contribute to Higher School Certificate eligibility.

The satisfactory completion of the Year 11 Course is necessary to gain a Year 11 Record of Achievement and is also a prerequisite for entry into the HSC Course. Board Developed Courses are classified by the Universities as Category A or Category B. The criteria for Category A Courses are academic rigour, depth of knowledge and understanding, and the degree to which the course contributes to assumed knowledge for tertiary studies.

Eligibility for an ATAR is as follows:

- You must satisfactorily complete at least 10 units (including at least two units of English) of ATAR courses including at least eight units of Category A Courses.
- Courses must include at least three Board Developed Courses of two units or greater and at least four subjects.

ATAR COURSES

ATAR Courses are Board Developed for which there are examinations conducted by NESA that yield a graded assessment. These are the only courses that can be included in the ATAR calculations. ATAR courses are classified as either Category A Courses or Category B Courses. Students need to realise that a maximum of 2 units of Category B Courses can be included in the ATAR.

Category B Courses offered at Merewether High School

Course Name	Unit Value
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Hospitality (240 hours)	2
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An optional written examination will be offered for the HSC. If students want results from these courses to be available for inclusion[#] in the calculation of their ATAR, they must undertake the optional written examination.

[#] Subject to the ATAR rules

ATAR RULES

Calculation of the ATAR

The ATAR will be based on an aggregate of scaled marks in the best ten units of Board Developed Courses as outlined above.

Remember that the ATAR is a ranking, not a mark. The aggregate of scaled marks is then split into bands, each containing 0.05% of the total candidature. The University Admissions Centre (UAC) uses a candidate's HSC marks to calculate the ATAR. Full details of ATAR requirements can be found in the UAC Guide published each year by UAC. Alternatively you can phone UAC on 02 9752 0200 or view the UAC website at www.uac.edu.au.

Note:

A **subject** is the general name given to an area of study. A **course** is a branch of study within a subject. A subject may have several different courses. For example, in the subject English, courses may include English Standard, English Advanced, HSC English Extension 1, etc.

PATTERNS OF STUDY AT MEREWETHER HIGH SCHOOL

Merewether High School requires all students intending to complete their HSC over two years to study a minimum 12 units in Year 11 and it is strongly recommended a minimum of 12 units in Year 12. **All students must continue to the end of the Year 11 Course those units they are enrolled in at the end of Term 1 of Year 11.** In both Years 11 and 12 all students must study at least 2 units of English.

Life Ready is a mandatory Personal Development and Health Education course for Years 11 and 12 students in NSW government schools. *Life Ready* reflects some of the contemporary health issues facing young people. It acknowledges and aims to support senior students as they address changing issues related to identity, independence and their changing responsibilities. The course is organised around two key aspects of young people's lives during the senior years of school, relationships and drugs. All Merewether High School students will complete the *Life Ready* course in Year 11 as an addition to the chosen units of study.

These requirements will be strictly adhered to.

DEFINITION OF TERMS

Units

A unit corresponds to 4 periods of class work over two weeks and attracts a maximum of 50 marks. Most courses offered have a value of two units in both the Year 11 and the Year 12 study pattern. Some one unit courses also offered include HSC Extension Courses.

Vocational Education and Training Courses (Dual Accredited)

VET courses are offered as part of the HSC and enable students to study courses which are relevant to industry needs and have clear links to post-school destination. Students gain both HSC qualification and Australian Qualifications Framework Accreditation. These qualifications are recognised by industry and employers throughout Australia.

HIGHER SCHOOL CERTIFICATE ASSESSMENT

- You will receive separately Merewether High School booklets indicating Year 11 Course Assessment and Higher School Certificate Assessment details. All courses also have an assessment information document, which will be issued by faculties to the relevant students.
- The HSC report will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each course.
- The HSC report will provide a description of your achievements.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. School assessments will be moderated by NESA.
- The other 50% of your HSC mark will come from the HSC examination.
- The HSC mark is the average of the HSC examination mark and moderated school assessment mark.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement. The performance band shows your level of achievement in that course.

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

- the HSC Testamur
- the Record of Achievement and
- the Course Reports.

HIGHER SCHOOL CERTIFICATE MARKS

Results of HSC courses satisfactorily completed appear on the Higher School Certificate Record of Achievement and on a Course Report. Results of Board Developed Courses are recorded under the following headings on the Record of Achievement:

- the **Assessment Mark** is the moderated mark awarded for your assessment tasks at school
- the **Examination Mark** is the mark awarded for the external examination
- the **HSC Mark** is the average of the HSC and the School Assessment marks and
- the **Performance Band** shows your level of achievement in that course.

This information will also be contained in a Course Report which will be issued for each course completed. The Course Report will include descriptors for each performance band which provides a summary of what students know and are able to do.

HONESTY IN ASSESSMENT – THE STANDARD

The following standard sets out the requirements for submitting your HSC assessments. You, your teachers and anyone who assists you with your work are required to comply with the standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined only by the quality of the work produced by the student. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the Board's subject-specific documentation. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies on malpractice and satisfactory completion of a course. Details can be found on the NESA's website at <https://ace.nesa.nsw.edu.au/ace-9022>

COURSES AVAILABLE

HSC BOARD DEVELOPED COURSES

(See course notes following this table for explanation of symbols)

Subject	Year 11 & HSC Courses (2 Unit)	Year 11 Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Aboriginal Studies	Aboriginal Studies		
Ancient History	Ancient History		HSC Extension History
Biology	Biology		
Business Studies	Business Studies		
Chemistry	Chemistry		
Community and Family Studies	Community and Family Studies		
Drama	Drama		
Earth and Environmental Science	Earth and Environmental Science		
Economics	Economics		
Engineering Studies	Engineering Studies		
English	English Advanced Standard English	Year 11 English Extension 11EX	HSC English Extension 1 12EX1 HSC English Extension 2 12EX2
Food Technology	Food Technology		
Geography	Geography		
Industrial Technology: Multimedia	Industrial Technology: Multimedia		
Languages	Please see next table		
Legal Studies	Legal Studies		
Mathematics Advanced	Mathematics Advanced	Year 11 Mathematics Extension 11MX	HSC Mathematics Extension 1 12MX1 HSC Mathematics Extension 2 12MX2
Standard Mathematics 2	Standard Mathematics 2		
Modern History	Modern History		HSC Extension History
Music	Music 1 Music 2		HSC Extension Music
PDHPE	PDHPE		
Physics	Physics ²		
Society and Culture	Society and Culture		
Software Design and Development	Software Design and Development		
Studies of Religion	Studies of Religion 2 (2 Unit)		
Textiles and Design	Textiles and Design		
Visual Arts	Visual Arts		

Languages

Subject	Year 11 and HSC Courses (2 Unit)	Year 11 Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Japanese	Japanese Beginners		
Japanese	Japanese Continuers		

HSC Course Notes

These notes and footnotes (1 – 4) refer to the list of courses

* You may select one course only from each of these subject groups.

- A number of courses include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology, English Extension 2, Textiles and Design, Community and Family Studies, Software Design and Development and Society and Culture. Projects developed for assessment in one course are not to be used either in full or in part for assessment in any other course.
1. There is only one History Extension course. It can be studied with either the Ancient History course or the Modern History course but not both.
 2. You may not include any more than 6 units of Science courses: i.e. Biology, Chemistry, Earth and Environmental Science and Physics in meeting the 12 Year 11 units or 10 HSC units.
 3. You must study Music 2 if you wish to study HSC Extension Music.

Additional information about courses and the HSC is available on NESA Website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

VOCATIONAL EDUCATION AND TRAINING COURSES (School) VET

VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC.

- Learning and assessment focuses on skills and is *competency based*.
- In some VET courses work placement is compulsory

All VET courses are recorded on the HSC. As well, a HSC student receives either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competencies are reported to the NESA.

A student is assessed for competency against standards set by industry for skill performance. Being assessed as competent means a student has reached a pre-defined minimum level of work performance in an industry skill area.

VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Course (ICF), VET Board Developed Courses (VET BEC) are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards an ATAR, a student must study a 240 hour course and must sit a written exam for the HSC, which Hospitality does comply with.

COURSE FEES

Course fees for 2022 are:

Aboriginal Studies	\$20	Japanese Beginners	\$25
Ancient History	\$20	Japanese Continuers	\$25
Biology	\$20	Legal Studies	\$10
Business Studies	\$10	Mathematics	
Careers	\$10	- Standard 2	\$10
Chemistry	\$25	- Mathematics	\$10
Community and Family Studies	\$10	- Extension 1 (1 Unit)	\$10
Drama	\$40	- Extension 2	\$10
Earth and Environmental Science	\$20	Modern History	\$20
Economics	\$5	Music 1	\$50
Engineering Studies (Equipment and resources)	\$90	Music 2	\$50
Engineering Studies (Text books)	\$77	PDHPE	\$20
English Standard, Advanced	\$10	Physics	\$20
- Extension 1	\$10	Society and Culture	\$20
- Extension 2	\$10	Software Design and Development	\$10
Food Technology	\$95	Studies of Religion 2	\$20
Geography	\$10	Textile and Design	\$75
Industrial Technology: Multimedia	\$60	Visual Arts	\$70
		Welfare	\$10

CAREER EDUCATION

The school curriculum involves a course in Career Education for all senior students. The course will be conducted for one period per fortnight in Term 4 (which is Term 1 of HSC) and timetabled during study periods.

This course is an integral part of students' preparation for tertiary education and life after the HSC.

Topics to be covered include:

- future career options
- personal goal setting
- career decision making skills
- tertiary education option
- university and course selection
- university scholarships
- transition from school to university
- costs of tertiary education
- application processes for entry to university

Students are encouraged to approach the Careers Adviser for assistance and support for careers related information at any time throughout the year. Appointments can be made in person or via email.

Part 2

COURSE DESCRIPTION

Course: Aboriginal Studies			
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil	
Description of Course: Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens. For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. Students will develop analytical skills, the ability to pursue independent research and the ability to develop coherent arguments.			
Main Topics Covered: Year 11 Course Pre-contact to 1960s (120 indicative hours) Part I – Aboriginality and the Land Part II – Heritage and Identity Part III – International Indigenous Community: Comparative Study Part IV – Research and Inquiry Methods: Local Community Case Study HSC Course <ul style="list-style-type: none">1960s onwards (120 indicative hours)<ul style="list-style-type: none">Part I – Social Justice and Human Rights Issues<ul style="list-style-type: none">A – Global PerspectiveB – Comparative Study (comparative case study on an Aboriginal and international Indigenous community, in relation to Health and Criminal Justice)Part II - Heritage and IdentityPart III – Research and Inquiry Methods – Major Project			
Particular Course Requirements: The Year 11 Course is a prerequisite for the HSC Course. Course fee: \$20			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
3 hour written exam.		Knowledge and understanding of course content	40
<i>Section I: Social Justice and Human Part</i>			
A: A Global Perspective (objective response and short answer questions)	25	Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25
Part B: A Comparative Study (Structured Essay Response)	15		
	15	Research and inquiry methods, including aspects of the Major Project	20
Part C: Global Perspective and Comparative Study (Extended Essay Response)			
<i>Section II: Research and Inquiry Methods</i> (Structured Essay Response)	15	Communication of information, ideas and issues in appropriate forms	15
<i>Section III: Options</i>			
For each of the options <i>Aboriginality and the Land</i> and <i>Heritage and Identity</i> there is a stimulus based extended response question and an extended essay response	10		
	20		
	100		100

Course: Ancient History			
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil	
Description of Course: The Year 11 Course involves the study of ancient societies, people, groups, events, historical sites and societies by applying methods used by historians and archaeologists. This course will provide a background for more specialised HSC studies. Archaeological and written evidence will be used to investigate societies, periods and personalities.			
Main Topics Covered (120 indicative hours)			
Year 11 Course			
Part 1 Investigating Ancient History– 60 indicative hours			
<ul style="list-style-type: none">a) The Nature of Ancient Historyb) At least TWO case studies<ul style="list-style-type: none">ONE case study must be from Egypt, Greece, Rome or Celtic Europe eg. TroyONE case study must be from the Near East, Asia, the Americas or Australia eg. persepolis			
Part II: Features of Ancient Societies – 40 indicative hours			
Students study at least TWO ancient societies through an investigation of:			
<ul style="list-style-type: none">a different key feature for each society, orone key feature across the societies selected.			
Part III: Historical Investigation – 20 indicative hours			
Students will investigate an aspect of a case study or an ancient society different from Part I and II. This may be undertaken individually or as a class group.			
Any topic or historical investigation must not overlap with or duplicate significantly any topic to be attempted in the HSC Ancient History or History Extension courses.			
HSC Course (120 indicative hours)			
Part I:	Core: Cities of Vesuvius – Pompeii & Herculaneum	25%	
Part II:	ONE Ancient Society eg.Sparta	25%	
Part III:	ONE Personality in their time eg. Xerxes	25%	
Part IV:	ONE Historical Period E.g Greek World 500-440 BC	25%	
The course requires study from at least TWO of the following areas:			
1. Egypt	4. Greece		
2. Near East	5. Rome		
3. China			
Particular Course Requirements: Nil			
Course fee: \$20			
Assessment: HSC Course only			
External Assessment:	Weighting	Internal Assessment:	Weighting
Section I Source based questions	25	Knowledge and understanding of course content	40
Section II Short and extended response questions	25	Historical skills in the analysis and evaluation of sources and interpretation Historical inquiry and research	20
Section III Short and extended response questions	25	Communication of historical understanding in appropriate forms	20
Section IV One essay	25		20
	100		100

Course: Biology			
2 units for each of Year 11 and HSC Board Developed Course			
<p>Description of Course:</p> <p>The Biology course explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of Biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>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.</p> <p>The study of Biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>The 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.</p> <p>The course provides the foundation knowledge and skills required to study Biology after completing school, and supports participation in a range of careers in Biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.</p>			
<p>Topics Covered:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> Module 1: Cells as the Basis of Life Module 2: Organisation of Living Things Module 3: Biological Diversity Module 4: Ecosystem Dynamics <p>HSC Course</p> <ul style="list-style-type: none"> Module 5: Heredity Module 6: Genetic Change Module 7: Infectious Disease Module 8: Non-infectious Disease and Disorders 			
<p>Particular Course Requirements:</p> <ul style="list-style-type: none"> Practical investigations are an essential part of both the Year 11 and HSC course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. At least one depth study must be included in both Year 11 and HSC One fieldwork exercise must be included in Year 11 course. <p>Course fee: \$20</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Section 1 Multiple choice questions	20	Skills in Working Scientifically	60
Section II Short and extended response questions	80	Knowledge and Understanding of course content	40
	100		100

Course: Business Studies			
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil	
Description of Course: Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society. Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.			
Year 11 Course <ul style="list-style-type: none">• <i>Nature of Business (20%)</i> – the role and nature of business, influences on the business environment and business growth and decline.• <i>Business management (40%)</i> – the nature and responsibilities of management, including different management approaches and managing changes.• <i>Business planning (40%)</i> – establishing and planning a small to medium enterprise, the business planning process and critical issues in business success and failure.			
HSC Course <ul style="list-style-type: none">• <i>Operations (25%)</i> – strategies for effective operations management, operations processes and the impact of globalization on operations strategy.• <i>Marketing (25%)</i> – development and implementation of success marketing strategies, influences on marketing and the marketing process.• <i>Finance (25%)</i> – financial information in the planning and management of business, influences on financial management and financial management strategies.• <i>Human resources (25%)</i> – human resources management and business performance, strategies in human resource management and the effectiveness of human resource management.			
Particular Course Requirements: In the Year 11 Course there is a research project, investigating the operation of a small to medium enterprise or developing a business plan for a small business. Course fee: \$10			
Assessment: HSC Course only			
External examination	Mark	Internal assessment	Weighting
<i>Section I</i> Objective response questions	20	Knowledge and understanding of course content	40
<i>Section II</i> Short-answer questions	40	Stimulus-based skills	20
<i>Section III</i> Candidates answer one extended response question in the form of a business report	20	Inquiry and research	20
<i>Section IV</i> Candidates answer one extended response question	20	Communication of business information, ideas and issues in appropriate forms	20
	100		100

Course: Chemistry			
2 units for each of Year 11 and HSC Board Developed Course			
<p>Description of Course:</p> <p>The Chemistry course explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>The course further develops an understanding of Chemistry 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.</p> <p>Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.</p> <p>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 is often the unifying link between interdisciplinary studies.</p> <p>The course provides the foundation knowledge and skills required to study Chemistry after completing school, and supports participation in a range of careers in Chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise</p>			
<p>Topics Covered:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> Module 1: Properties and Structure of Matter Module 2: Introduction to Quantitative Chemistry Module 3: Reactive Chemistry Module 4: Drivers of Reactions <p>HSC Course</p> <ul style="list-style-type: none"> Module 5: Equilibrium and Acid Reactions Module 6: Acid/base Reactions Module 7: Organic Chemistry Module 8: Applying Chemical Ideas 			
<p>Particular Course Requirements:</p> <ul style="list-style-type: none"> Practical investigations are an essential part of both the Year 11 and HSC course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. At least one depth study must be included in both Year 11 and HSC courses. The Mathematical requirements indicate study of at least Advanced Mathematics to support success. <p>Course fee: \$25</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Section 1 Multiple choice questions	20	Skills in Working Scientifically	60
Section II Short and extended response questions	80	Knowledge and Understanding of course content	40
	100		100

2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil	
Description of Course: Community and Family Studies at Stage 6 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.			
The study of Community and Family Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. Students intending to enter human services professions (eg. medicine, law, teaching, welfare, psychology etc) will benefit from studying this course.			
Main Topics Covered:			
Year 11 Course			
<i>Resource Management</i> Basic concepts of the resource management process. (Indicative course time: 20%)			
<i>Individuals and Groups</i> The individual’s roles, relationships and tasks with groups. (Indicative course time: 40%)			
<i>Families and Communities</i> Family structures and functions and the interaction between family and community. (Indicative course time: 40%)			
HSC Course			
<i>Research Methodology</i> Ethical research procedures culminating in the production of an Independent Research Project. (Indicative course time: 25%)			
Groups in Context The needs of specific community groups. (Indicative course time: 25%)			
<i>Parenting and Caring</i> Individuals and groups who adopt roles in parenting and caring in contemporary society (Indicative course time: 25%)			
HSC Option Modules (Select one of the following, (Indicative course time: 25%)			
<i>Family and Societal Interactions</i> How government and community structures support and protect family members throughout the lifespan.			
<i>Social Impact of Technology</i> The impact of evolving technologies on individuals, families, work and communities.			
<i>Individuals and Work</i> Contemporary issues confronting families as they manage their roles within both their family and work environments.			
Particular Course Requirements: As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management. COURSE CHARGES: \$10			
Assessment: HSC Course only			
External Examination	Weighting	Internal Assessment	Weighting
A written examination:		Core	75
Section I		Research Methodology	
Part A	20	Groups in Context	
Multiple choice		Parenting and Caring	
Part B	55	Options	25
Groups in Context		Families and Societal Interactions	
Parenting and Caring		Social Impact of Technology	
Short answer response		Individuals and Work	
Section II	25	<i>Assess modules using a combination of HSC examination-type tasks and non HSC examination-type tasks.</i>	
Option module			
Long answer response			
	100		100

Course: Drama			
2 units for each of Year 11 and HSC Board Developed Course			Exclusions: Nil
Description of Course: Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.			
Year 11 Course content comprises an interaction between the components of improvisation, play building and acting, elements of production in performance and theatrical traditions and performance styles. Learning is experiential in these areas.			
HSC Course content Australian drama and theatre and studies in drama and theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces. The group performance of between 3 and 6 students, involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the individual project students demonstrate their expertise in a particular area. They choose one project from critical analysis or design or performance or script-writing or video drama.			
Main Topics Covered: Year 11 Course <ul style="list-style-type: none">• Improvisation, play building, acting• Elements of production in performance• Theatrical traditions and performance styles HSC Course <ul style="list-style-type: none">• Australian drama and theatre (core content)• Studies in drama and theatre• Group performance (core content)• Individual project			
Particular Course Requirements: The Year 11 Course underpins learning in the HSC Course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, a published topic list is used as a starting point. The individual project is negotiated between the student and the teacher at the beginning of the HSC Course. Students choosing Individual project design or critical analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing individual projects. Course fee: \$40			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (Core)	30	Making Performing	40 30
Individual Project	30	Critically studying	30
A one and a half hour written examination comprising two compulsory sections: Australian Drama and Theatre (Core) Studies in Drama and Theatre.	40		
	100		100

Course: Earth and Environmental Science			
2 Units for each of Year 11 and HSC Board Developed Course			
<p>Description of Course:</p> <p>The Earth and Environmental Science course explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.</p> <p>The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.</p> <p>Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.</p> <p>The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.</p> <p>The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.</p>			
<p>Topics Covered:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Module 1: Earth's Resources • Module 2: Plate Tectonics • Module 3: Energy Transformations • Module 4: Human Impacts <p>HSC Course</p> <ul style="list-style-type: none"> • Module 5: Earth's Processes • Module 6: Hazards • Module 7: Climate Science • Module 8: Resource Management 			
<p>Particular Course Requirements</p> <ul style="list-style-type: none"> • Practical investigations are an essential part of both the Year 11 and HSC course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. • At least one depth study must be included in both Year 11 and HSC. • One fieldwork exercise must be included in the Year 11 course <p>Course fee: \$20</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Section 1 Multiple choice questions	20	Skills in Working Scientifically	60
Section II Short and extended response questions	80	Knowledge and Understanding of course content	40
	100		100

Course: Economics			
2 units for each of Year 11 and HSC Board Developed Course			Exclusions: Nil
Description of Course: Economics is a dynamic course which often requires students to discuss, analyse and debate the relative merits of different approaches to national and international issues such as, economic problems in the Euro Zone, developments in the Chinese economy, the post mining boom in Australia, the impact of the current Budget on the distribution of income and the implications of climate change on the economy. Economics develops students’ knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. Economics provides students with an excellent grounding for continued tertiary study in economics, business, law, accounting, finance and industrial relations.			
Main Topics Covered: Year 11 Course <ul style="list-style-type: none">• <i>Introduction to Economics</i> - The nature and operation of an economy.• <i>Consumers and Business</i> – The role of consumers and business in a market economy.• <i>Markets</i> – Examines how market prices are determined and the intervention by government in the market place.• <i>Labour Markets</i> – Features of the Australian labour force and the role of important labour market institutions including unions and industrial relations structures.• <i>Financial Markets</i> – Types of financial institutions, the role of the Reserve Bank and the importance of the sharemarket.• <i>Government in the Economy</i> – The role of government in a mixed economy. HSC Course <ul style="list-style-type: none">• <i>The Global Economy</i> – The operation of the global economy and the impact of globalisation on individual economies.• <i>Australia’s Place in the Global Economy</i> – The impact of changes in the global economy on Australia’s internal and external stability.• <i>Economic Issues</i> – Contemporary economic issues are examined including income and wealth distribution, inflation, unemployment and environmental management.• <i>Economic Policies and Management</i> – Contemporary Australian policies in relation to the management of the economy.			
Particular Course Requirements: Nil Course fee: \$5			
Assessment: HSC Course only			
External examination	Mark	Internal assessment	Weighting
<i>Section I</i> Objective response questions	20	Knowledge and understanding of course content	40
<i>Section II</i> Short-answer questions	40	Stimulus-based skills	20
<i>Section III</i> Candidate answer one stimulus-based extended response question	20	Inquiry and research	20
<i>Section IV</i> Candidates answer one extended response question	20	Communication of economic information, ideas and issues in appropriate forms	20
	100		100

Course: Engineering Studies			
2 units for each of Year 11 and HSC Board Developed Course			Exclusions: Nil
Description of Course: Both Year 11 and HSC Courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.			
Main Topics Covered: The Engineering Studies Stage 6 Syllabus comprises a Year 11 course made up of four compulsory modules (three application modules and one focus module), and an HSC course made up of four compulsory modules (two application modules and two focus modules). Engineering Studies syllabus structure Year 11 modules and HSC modules *120 hours indicative time Note: The modules in the Year 11 course have been designed to progressively develop knowledge, understandings and skills, commencing with Engineering Fundamentals module 1 and concluding with Biomedical Engineering module 4. * Each module is 30 hours indicative time Year 11 Course Engineering application Module 1 - Engineering Fundamentals, Module 2 - Engineered Products, Module 3 - Braking Systems Engineering focus, Module 4 - Biomedical Engineering HSC Course Engineering application Module 1 -Civil Structures, Module 2 -Personal and Public Transport Engineering focus Module 1- Aeronautical Engineering, Module 2 -Telecommunications Engineering			
Particular Course Requirements: One Engineering Report from the Year 11 course and one Engineering Report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork to successful engineering projects. Course fee: \$90 once only in Year 11 for a Technical Drawing kit to be used over two years (includes Staedtler 0.5mm drafting pencil, Kent #10 Set Squares, ISO circle template, quality Celco compass/divider set, protractor, quality Staedtler eraser). A text book pack is also purchased in Year 11 for Year 11 and HSC coursework, which will cost \$77 for the 4 texts (there may be the option to purchase 2 nd hand textbook packs where available).			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination <i>Section I</i>	20	Aeronautical Task	25
Application Modules <i>Section II</i>	80	Skills Assessment	20
Historical and Societal Influence		Personal & Public Transport Task	25
Scope of the Profession, application and focus modules, engineering reports, mechanical and materials analysis and graphical communication		Trial HSC Examination	30
	100		100

Course: English Advanced			
2 units for each of Year 11 and HSC Board Developed Course			
Description of Course: The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.			
Year 11 Course Content Common Module: Reading to Write Module A: Narratives that Shape our World Module B: Critical Study of Literature HSC Course Content Common Module: Texts and Human Experiences Module A: Textual Conversations Module B: Critical Study of Literature Module C: The Craft of Writing			
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of: <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate Course fee: \$10			
Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
The examination will consist of two written examination papers worth 100 marks.	Paper 1: Common Module 40 marks	Knowledge and understanding of course content	50%
	Paper 2: Modules 60 marks	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
The HSC formal school-based assessment program for English Advanced reflects the following requirements: <ul style="list-style-type: none"> • a maximum of four assessment tasks • the minimum weighting for an individual formal task is 10% • the maximum weighting for an individual formal task is 40% • one task may be a formal written examination with a maximum weighting of 30% • one task must focus on Module C – The Craft of Writing with a minimum weighting of 25% • one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes • assessment of the Common Module must integrate student selected related material 			

Course: English Standard			
2 units for Year 11 and HSC Board Developed Course			
Description of Course: The English Standard course is designed for students to further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts. In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.			
Year 11 Course Content <ul style="list-style-type: none"> Common module: Reading to write: Transition to Senior English Module A: Contemporary Possibilities Module B: Close Study of Literature HSC Course Content This course has two sections; <ul style="list-style-type: none"> The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes; <ul style="list-style-type: none"> Module A: Language, Identity and Culture Module B: Close Study of Literature Module C: The Craft of Writing 			
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of: <ul style="list-style-type: none"> a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples texts with a wide range of cultural, social and gender perspectives integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate Course fee: \$10			
Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
The examination will consist of two written examination papers worth 100 marks.	Paper 1: Common 40 marks Paper 2: Modules 60 marks	Knowledge and understanding of course content Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50% 50%
The HSC formal school-based assessment program for English Standard reflects the following requirements: <ul style="list-style-type: none"> a maximum of four assessment tasks the minimum weighting for an individual formal task is 10% the maximum weighting for an individual formal task is 40% one task may be a formal written examination with a maximum weighting of 30% one task must focus on Module C – The Craft of Writing with a minimum weighting of 25% one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes assessment of the Common Module must integrate student selected related material 			

Course: English Extension 1			
1 unit for each of Year 11 and HSC Board Developed Course			
Description of Course: The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.			
Year 11 Course Content Module: Texts, Culture and Value Related research project HSC Course Content Common module: Literary Worlds with ONE elective option			
Particular Course Requirements Across Stage 6 the selection of texts will give students experience of the following: <ul style="list-style-type: none"> • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate Course fee: \$10			
Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
The examination will consist of a written paper worth 50 marks.	Common Module: 25 marks Elective: 25 marks	Knowledge and understanding of complex texts and of how and why they are valued Skills in complex analysis, sustained composition and independent investigation	50% 50%
The HSC formal school-based assessment program for English Extension 1 reflects the following requirements: <ul style="list-style-type: none"> • three assessment tasks • the minimum weighting for an individual task is 20% • the maximum weighting for an individual task is 40% • one task may be a formal written examination with a maximum weighting of 30% • one task must be a creative response with a maximum weighting of 40% • at least one task must integrate student selected related material 			
Co-requisite course: In order to study English Extension 1 students must also study English Advanced			

English Extension 2			
1 unit for HSC only Board Developed Course			
Description of Course: The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions			
HSC Course Content The Composition Process Major Work Reflection Statement The Major Work Journal			
Particular Course Requirements Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement Course fee: \$10			
Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
The examination will consist of a Major Work and a Reflection Statement.	Major Work: 40 marks Reflection Statement: 10 marks	Skills in extensive independent research	50%
		Skills in sustained composition	50%
The HSC formal school-based assessment program for English Extension 2 reflects the following requirements: Please note: Assessment will be based on the <u>process</u> of composing the Major Work. As part of that process, there will be three assessment tasks: <ul style="list-style-type: none">• a Viva Voce with a weighting of 30%• a Literature Review with a weighting of 40%• a Critique of the Creative Process with a weighting of 30%			
Co-requisite courses: In order to study English Extension 2 students must also study English Advanced and English Extension 1			

Course: Food Technology			
2 units for each of Year 11 and HSC Board Developed Course			Exclusions: Nil
Description of Course: Food Technology Stage 6 aims to develop an understanding about human nutrition, food systems and develop skills relating to foods that are transferable to other settings, e.g. the ability to research, analyse and communicate. Students will also develop an appreciation of the importance of food to the well-being of the individual and to the social and economic future of Australia. They will develop the capability and competence to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations.			
Main Topics Covered: Year 11 Course Food Availability and Selection 30% Food Quality 40% Nutrition 30% HSC Course Australian Food Industry 25% Food Manufacture 25% Food Product Development 25% Contemporary Nutrition Issues 25%			
Particular Course Requirements: Each week students will be involved in practical application to support theory work. Covered leather shoes must be worn for practical lessons Course fee: \$95			
Assessment: HSC Course only			
External examination	Mark	Internal assessment	Weighting
Session I Multiple choice	20	Knowledge and understanding of food technology	20
Section II Short-answer questions	50	Skills in researching, analysing and communicating food issues	30
Section III Candidates answer one structured extended response question	15	Skills in experimenting with and preparing food by applying theoretical concepts	30
Section IV Candidates answer one extended response question	15	Skills in designing, implementing and evaluating solutions to food situations	20
	100		100

Course: Geography			
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil	
Description of Course: The Year 11 Course draws on contemporary developments in biophysical and human geography and refines students’ knowledge and understanding about the spatial and ecological dimensions of geography. It uses enquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues. The HSC Course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of geography, with specific studies about biophysical and human processes, interactions and trends. The application of enquiry methodologies through fieldwork and a variety of case studies combined with an assessment of the geographers’ contribution to understanding our environment, and demonstrates the relevance of geographical study.			
Main Topics Covered:			
Year 11 Course <ul style="list-style-type: none">• Biophysical studies – investigation of the four spheres of the biophysical environments with one major case study eg global warming• Global challenges – focus on social, cultural, political, economic and environmental challenges eg population and development geography• The Senior Geography Project – the nature of geographical inquiry and its application to a practical research project• Field trip – Blue Mountains (2 days)			
HSC Course <ul style="list-style-type: none">• Ecosystems at Risk – Functioning, management and protection of ecosystems e.g. wetlands• Urban Places – investigation of world cities, megacities and the urban dynamics of settlements• People and Economic Activity – investigation of economic activity at a local and global scale e.g. viticulture• Field trip – Melbourne (3 days)			
Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.			
Particular Course Requirements: Students complete a Senior Geography Project (SGP) in the Year 11 Course and must undertake 12 hours of fieldwork in both the Year 11and HSC Courses. Students will be required to present information orally and submit written reports. Course fee: \$10			
Assessment: HSC Course only			
External examination	Mark	Internal assessment	Weighting
<i>Section I</i> Objective response questions	20	Knowledge and understanding of course content	40
<i>Section II</i> Short-answer questions	40	Geographical tools and skills	20
<i>Section III</i> Candidates answer two extended response questions	40	Geographical inquiry and research, including fieldwork	20
		Communication of geographical information, ideas and issues in appropriate forms	20
	100		100

Course: Industrial Technology: Multimedia			
2 units for each of Preliminary HSC and HSC Board Developed Course			
Exclusions: Students can only undertake study in 1 focus area			
Description of Course: Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies, highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.			
Main Topics Covered: Year 11 Course <ul style="list-style-type: none"> • Industry Study (15%) • Design (10%) • Management and Communication (20%) • Production (40%) • Industry Related Manufacturing Technology (15%) HSC Course <ul style="list-style-type: none"> • Industry Study (15%) • Major Project (60%) <ul style="list-style-type: none"> - Design, Management and Communication - Production • Industry Related Manufacturing Technology (25%) 			
Particular Course Requirements There is no prerequisite study for the 2 Unit Preliminary HSC Course. In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry. Course fee: \$60 (this cost covers the two years of study)			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
One hour thirty minutes written examination:		Knowledge and understanding of course content	40
Section I: Industry Related Manufacturing Technology (objective response)	10	Knowledge and skills in the design, management, communication and production of a major project	60
Section II: Industry Related Manufacturing Technology (short answer)	15		
Section III: Industry Study (structured extended response)	15		
<u>Major Project</u>			
• Design, management and Communication	20		
• Production	40		
	100		100

Course: Japanese Beginners			
2 units for each of Year 11 and HSC Board Developed Course		Prerequisites: Nil	
Description of Course:			
The Japanese Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin a study of Japanese at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Japanese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.			
Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students’ horizons as both national and global citizens and makes them more competitive in today’s job market.			
Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.			
Main Topics Covered:			
Themes:			
<ul style="list-style-type: none">• Family life, home and neighbourhood• People, places and communities• Education and work• Friends, recreation and pastimes• Holidays, travel and tourism• Future plans and aspirations			
Students’ language skills are developed through tasks such as:			
<ul style="list-style-type: none">• Conversations with native Japanese speaker• Listening and responding to Japanese text• Understanding and responding to a range of different written material• Writing for a variety of purposes using Japanese• Studying Japanese culture through texts and cultural activities• Possible opportunities to travel to Japan and host Japanese exchange students• Opportunity to enter the Newcastle- Ube Sister City Contest to win a trip to Japan			
Particular Course Requirements: Nil			
Course fee: \$25			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
An oral/aural examination:		Listening Skills	30
Listening Skills	30	Speaking Skills	20
Speaking Skills	20	Reading Skills	30
A written examination		Writing Skills	20
Reading Skills	30		
Writing Skills	20		
Total	100	Total	100

Course: Japanese Continuers			
2 units for each of Year 11 and HSC Board Developed Course			
Prerequisites: It is recommended that students establish a base of knowledge in this subject area by completing a 200 Hour Japanese Elective in Stage 5			
Description of Course: <p>The Japanese Continuers Stage 6 course is a two-year course, which has been designed for students who wish to continue a study of Japanese at senior secondary level. It is intended to cater for students with prior learning and/or a vocational interest in learning the conventions of the Japanese Language.</p> <p>Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens and makes them more competitive in today's job market.</p> <p>Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.</p>			
Main Topics Covered: <p>Themes:</p> <ul style="list-style-type: none"> • The individual • The Japanese Speaking Community • The Changing World <p>Students' language skills are developed through topics such as:</p> <ul style="list-style-type: none"> • Conversations with native Japanese speaker • Personal world • Daily life • Leisure • Future Plans • Travelling and Living in Japan • Cultural Life • The World of Work and Current Issues • Studying Japanese culture through texts and cultural activities • Possible opportunities to travel to Japan and host Japanese exchange students • Opportunity to enter the Newcastle- Ube Sister City Contest to win a trip to Japan 			
Particular Course Requirements: Nil Course fee: \$25			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
An oral/aural examination:		Listening Skills	30
Listening Skills	30	Speaking Skills	20
Speaking Skills	20	Reading Skills	30
A written examination		Writing Skills	20
Reading Skills	30		
Writing Skills	20		
Total	100	Total	100

Course: Legal Studies			
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil	
Description of Course: Legal Studies enables students to develop their knowledge of legal concepts and the way the law functions in society. The course focuses on the way the law is generated, how it is structured and how it operates in Australia and in the international context. Students learn about the implications that legal decisions can have for society and how the legal system can affect the lives of Australian citizens. They will develop knowledge of basic legal rights as well as specific laws in their chosen areas of study. Critical analysis, independent research, collaboration and effective communication skills are developed in the study of this course. The <u>Year 11 Course</u> develops students’ knowledge and understanding of the nature and sources of law and law making, the Australian Constitution, and the role of the individual in influencing law making. The <u>HSC Course</u> investigates the compulsory core areas of criminal law and human rights law, and then provides seven optional studies from which the teacher and students will choose 2 of these specific areas to study. A key element of the study of both courses is the use of contemporary issues in the study of specific areas of law. Both courses provide opportunities for students to pursue their own interests when studying areas of the law.			
Main Topics Covered: Year 11 Course <ul style="list-style-type: none">• The Legal System (Sources of Law, Classification of law, Studies of Law Reform)• The Individual and the Law (Rights and Responsibilities, Resolving Disputes, Technology & the Law)• Law in Practice (Study of two Contemporary Legal Issues) HSC Course <ul style="list-style-type: none">• <u>Core Part 1</u>: Crime (Types, Investigation, Trial, Sentencing, Young Offenders, International Crime)• <u>Core Part 2</u>: Human Rights (Human Rights Law, Law Enforcement, Human Rights Issue study)• <u>Options</u>: (two to be chosen):<div>Consumers Global Environmental Protection Family Indigenous Peoples Shelter Workplace World Order</div> Some of the key themes incorporated into Legal Studies: Relationship between Justice, Law and Society; Importance of the Rule of Law; Law Reform as a Reflection of Society; Effectiveness of Legal and Non-Legal Measures.			
Particular Course Requirements: No special requirements Course fee: \$10			
Assessment: HSC Course only.			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination:	20	<u>Core and Options</u> are assessed through a combination of In-class Tasks and Student External Research Examination/Class Tests Research Communication	
<u>Core Topics</u> :			60
Multiple Choice: Crime, Human Rights	15		
Short-answer: Human Rights	15		20
Extended Response: Crime	15		20
<u>Options</u> :			
Two Extended Responses.	50		
	100		100

Course: Mathematics Standard 2 (2 units)	
Year 11 and HSC Mathematics Standard Board Developed Course	
Prerequisites: Successful completion of any Stage 5 Mathematics Course.	
Description of Course: <p>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.</p> <p>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.</p>	
Main Topics Covered: Year 11 Algebra Measurement Financial Mathematics Statistical Analysis HSC Algebra Measurement Financial Mathematics Statistical Analysis Networks	
Particular Course Requirements: Nil Course fee: \$10	
Assessment: HSC course only	
External assessment	Internal assessment
HSC Examination Specifications The external HSC examination measures student achievement in a range of syllabus outcomes. The external examination and its marking relate to the syllabus by: <ul style="list-style-type: none"> • providing clear links to syllabus outcomes • enabling students to demonstrate the levels of achievement outlined in the performance band descriptions • applying marking guidelines based on criteria that relate to the quality of the response • aligning performance in the examination each year to the standards established for the course. All students studying Mathematics Standard 2 will sit for an HSC examination.	Component Year 11 and 12 A) Understanding, fluency and communication 50% B) Problem solving, reasoning and justification 50% The Year 11 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> • three assessment tasks • the minimum weighting for an individual task is 20% • the maximum weighting for an individual task is 40% • one task must be an assignment or investigation-style with a weighting of 20–30%.
100	100

Course: Mathematics Advanced (2 units)	
2 units for each of Year 11 and HSC Board-developed Course	
<p>Prerequisites: Students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7-10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of stage 5.3: algebraic techniques, surds and indices, equations, linear relationships, trigonometry and Pythagoras' theorem, single variable data analysis, and at least some of the content from the following substrands of Stage 5.3 non-linear relationships and properties of geometrical shapes.</p>	
<p>Description of Course: The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.</p> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. 	
<p>Main Topics Covered:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> Working with Functions Trigonometry and Measure of Angles Trigonometric Functions and Identities Introduction to Differentiation Logarithms and Exponentials Probability and Discrete Probability Distributions 	<p>HSC Course:</p> <ul style="list-style-type: none"> Graphing Techniques Trigonometric Functions and Graphs Differential Calculus Applications of Differentiation Integral Calculus Modelling Financial Situations Descriptive Techniques and Bivariate Data Analysis Random Variables
<p>Particular Course Requirements: Nil</p> <p>Course fee: \$10</p>	
Assessment: HSC Course only	
External Assessment	Internal assessment
NESA is currently finalising Examination guidelines for the course and will be made available as it is finalised.	50% understanding, fluency and communication, 50% problem solving, reasoning and justification. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both components.
100	100

Course: Mathematics Extension 1	
<p>1 unit in each of Year 11 and HSC Board Developed Course</p> <p>Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Mathematics Course for the School Certificate, along with the recommended options. Students are expected to be confident in their manipulation of a variety of algebraic expressions and processes, and competent in communicating their mathematical understanding using appropriate mathematical notations and reasoning.</p>	
<p>Description of Course:</p> <p>The content of this course, which includes the whole of the Mathematics (2U) Course and its depth of treatment, indicates that it is intended for students who have demonstrated a mastery of the skills of Stage 5 mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2 course.</p>	
<p>Main Topics Covered:</p> <p>Year 11 Further Work with Functions Polynomials Inverse Trigonometric Functions Further Trigonometric Identities Rates of Change Working with Combinatorics</p> <p>HSC Introduction to Proof by Mathematical Induction Introduction to Vectors Trigonometric Equations Further Calculus Skills Applications of Calculus The Binomial Distribution</p>	
<p>Particular Course Requirements: Study 2 unit Advanced Course fee: \$10</p>	
Assessment: HSC Course only	
External Assessment	Internal assessment
NESA is currently finalising Examination guidelines for the course and will be made available as it is finalised.	The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student's concepts, skills and techniques. Component B (50%) is primarily concerned with the student's reasoning and communication. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both components.
100	100

Course: Mathematics Extension 2	
1 unit additional to the Extension 1 Course, for the HSC Board Developed Course Prerequisites: The syllabus is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.	
Description of Course: The Mathematics Extension 2 HSC course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 HSC course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 HSC course.	
Main Topics Covered: The course content includes the entire 2 unit Mathematics Course, the entire Mathematics Extension 1 Course and, in addition, contains: <ul style="list-style-type: none"> The Nature of Proof Further Proof by Mathematical Induction Further Work with Vectors Introduction to Complex Numbers Using Complex Numbers Further Integration Applications of Calculus to Mechanics 	
Particular Course Requirements: For this course: <ul style="list-style-type: none"> ● The Mathematics Extension 1 HSC course should be taught prior to or concurrently with this course. ● Students should experience content in the course in familiar and routine situations as well as unfamiliar situations. ● Students should be provided with regular opportunities involving the integration of technology to enrich the learning experience. Course fee: \$10	
Assessment: HSC Course only	
External Assessment	Internal assessment
NESA is currently finalising Examination guidelines for the course and will be made available as it is finalised. <i>Old course guidelines are as follows:</i> <i>Two written examination papers. One paper is identical to the paper of 2 hours duration for the Mathematics Extension 1 Course. The other paper is based on the Extension 2 Course and is of 3 hours duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</i>	The objectives of the course are grouped into two components, for assessment purposes. Component 1 (50%) is primarily concerned with the student's Understanding, Fluency and Communicating. Component 2 (50%) is primarily concerned with the student's Problem Solving, Reasoning and Justification A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both components.
100	100

Course: Modern History		
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil
Description of Course:		
<p>The Year 11 Course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as a background for their HSC studies. Embedded into both the Year 11 and HSC years will be a targeted skills focus for essay writing and source analysis skills.</p> <p>The HSC Course is designed for students to investigate national and international forces for change and continuity in the twentieth century through 4 major studies.</p>		
Main Topics Covered:		
<p>Year 11 Course (120 indicative hours)</p> <ul style="list-style-type: none"> Investigating Modern History – The nature, methods and issues of Modern History 2 x Case Studies – (E.g. The Fall of the Romanov Dynasty and The Cuban Revolution) A Historical Investigation (student selected topic area) The Shaping of the Modern World – E.g. World War 1. <p>HSC Course (120 indicative hours)</p> <ul style="list-style-type: none"> Part I: Core Study - Power and Authority in the Modern World – The rise of dictatorships and the Nazi Regime to 1939 Part II: National Study – E.g. Russia and the Soviet Union 1917-41 Part III: Peace and Conflict – E.g. Conflict in Indochina 1954-1989 or Conflict in Europe 1935-45 Part IV: Change in the Modern World E.g. Apartheid in South Africa 1960-1994. 		
<p>Particular Course Requirements: The Year 11 Course is a prerequisite for the HSC Course.</p> <p>Course fee: \$20</p>		
Assessment: HSC Course only		
External Assessment	Internal Assessment	Weighting
Exam specifications will be notified when confirmed by NESA	Knowledge and understanding of course content	40
Section I	Historical skill in the analysis and evaluation of sources and interpretations	20
Source based questions 25	Historical inquiry and research	
Section II	Communication of historical understanding in appropriate forms	20
One essay 25		20
Section III		
One essay 25		
Section IV		
Shorthand extended response questions 25		
100		100

Course: Music 1				
2 units for each of Year 11 and HSC Board Developed Courses				
Prerequisites: Music mandatory course or equivalent (Year 7 and 8)				
Exclusions: Music 2				
Description of Course:				
In the Year 11 and HSC Courses, students will study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.				
Main Topics Covered:				
Students study three topics in each year of the course. Topics are chosen from a list of 22 which cover a range of styles, periods and genres. These topics include Rock Music, An Instrument and Its Repertoire, Theatre Music, Music of the 20 th and 21 st Centuries, Music of a Culture.				
Particular course requirements:				
HSC Course				
In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of Performance, Composition and Musicology. These electives must represent EACH of the three topics studied in the course.				
In this course it is possible for students to present up to 70% of the HSC Examination as Performance.				
Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.				
Students selecting Musicology will participate in a Viva Voce examination.				
Course fee: \$50				
Assessment: HSC Course only				
External Assessment	Marks	Weighting	Internal Assessment	Weighting
Written examination – Aural Skills Four short-answer questions	30	30	Core Performance	10
			Core Composition	10
			Core Musicology	10
Practical examination – Core Performance	20*	70	Core Aural	25
			Electives	45
Electives	60*			
	100	100		100

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

Course: Music 2			
2 units for each of Year 11 and HSC Board Developed Course			
Prerequisites: Music Elective Study course (Stage 5 Elective or equivalent)			
Exclusions: Music 1			
Description of Course: In the Year 11 and HSC Courses, students will study the concepts of music through learning experiences in Performance, Composition, Musicology and Aural within the context of a range of styles, periods and genres. <i>Only students studying this course have the option of taking up the Music Extension Course in HSC.</i>			
Main Topics Covered: Students study one mandatory topic covering a range of content and one additional topic in each year of the course. In the Year 11 Course the mandatory topic is Music 1600 – 1900, in the HSC course the mandatory topic is Music of the last 25 years (Australian focus).			
Particular Course Requirements: In addition to core studies in Performance, Composition, Musicology and Aural, students nominate ONE elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Office of NESA to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the Core Composition. Course fee: \$50			
Music 2 Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece reflecting the mandatory topic)	15	Performance	20
Sight singing	5	Composition	20
Core composition (reflecting mandatory topic)	15	Musicology	20
A one and a half hour written examination paper – Musicology/aural skills	35	Aural	20
One Elective – reflecting: Additional Topic Performance (2 pieces), or submitted composition, or submitted essay	30	Elective, in either: Performance Composition Musicology	20
	100		100
Course: Music Extension – 1 Unit of HSC Board Developed Course			
Students undertaking the additional Music Extension (1 Unit) course in HSC of the Music 2 course will specialise in ONE ONLY of the following: Performance, Composition or Musicology. There are no mandatory topic requirements for any music extension options.			
External Assessment	Weighting	Internal Assessment	Weighting
PERFORMANCE: Ensemble Piece Solo piece Solo piece OR	20 15 15	PERFORMANCE: Task 1 Task 2 Task 3 OR	15 15 20
COMPOSITION: Two compositions totalling 6 mins or one work in two movements totalling 6 mins OR	25 each	COMPOSITION: Task 1 Task 2 Task 3 OR	15 15 20
MUSICOLOGY: 3000 word essay	50	MUSICOLOGY: Task 1 Task 2 Task 3	15 15 20
	50		50

Course: Personal Development, Health and Physical Education		
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Nil
Description of Course Personal Development, Health and Physical Education is one of the most popular studied at HSC level. The Course aims at bringing real world skills and knowledge into the learning environment that enhances an individual's health and welfare, as well as preparing them practically for a range of further career options in the areas of sport or allied Health services. The Year 11 Course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composition of movement and performance and fitness choices. In the HSC Course students focus on major issues related to Australia's health as well as the development of physical fitness and skilled performance. The course looks in depth at strategies to improve performance, including training, sports psychology, nutrition, recovery and skill learning. The optional choices include the role sport plays in society which investigates how our everyday life is impacted by sport through TV and media as well as the vital role women play in sport both historically and in the modern age. A specialist option that will be studied investigates Sports Medicine and how injury can be prevented and managed. The PDHPE course builds on the knowledge and skills found in the PDHPE Stage 5 course but more importantly gives students practical knowledge and skills as they prepare for careers and post high school life. 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 health and sport related applications. It is a fundamental discipline that focuses on personal and public health and sport and physical performance issues, and promotes an appreciation for the role that effective management of personal health has on future well-being and health.		
Main Topics Covered Year 11 Course Core Topics (60%) <ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion Optional Components (40%) Students to select two options from <ul style="list-style-type: none"> • First Aid • Composition and Performance • Fitness Choices • Outdoor Recreation HSC Course Core Topics (60%) <ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance Optional Component (40%) Students to select two options from <ul style="list-style-type: none"> • Sport and Physical Activity in Australian Society • Sports Medicine • Improving Performance 		
Particular Course Requirements: Nil Course fee: \$20		
Assessment: HSC Course only		
External Assessment	Internal Assessment	Weighting
A three hour written paper	Core	60
	Options	40
100		100

Course: Physics			
2 units for each of Year 11 and HSC Board Developed Course			
<p>Description of Course:</p> <p>The Physics Stage 6 Course involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.</p> <p>The problem-solving nature of Physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.</p> <p>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.</p> <p>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 provides the unifying link between interdisciplinary studies.</p> <p>The study of Physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.</p>			
<p>Topics Covered:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> Module 1: Kinematics Module 2: Dynamics Module 3: Waves and Thermodynamics Module 4: Electricity and Magnetism <p>HSC Course</p> <ul style="list-style-type: none"> Module 5: Advanced Mechanics Module 6: Electromagnetism Module 7: The Nature of Light Module 8: From the Universe to the Atom 			
<p>Particular Course Requirements:</p> <ul style="list-style-type: none"> Practical investigations are an essential part of both the Year 11 and HSC course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. At least one depth study must be included in both Year 11 and HSC courses. The Mathematical requirements of the course indicate the study of at least Advanced Mathematics to support success. <p>Course fee: \$20</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Section 1 Multiple choice questions	20	Skills in Working Scientifically	60
Section II Short and extended response questions	80	Knowledge and Understanding of course content	40
	100		100

Course: Society and Culture			
2 units for each of Year 11 and HSC Board Developed Course			Exclusions: Nil
<p>Description of Course: Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methods and undertake research in an area of particular interest to them.</p> <p>The research findings are presented for external assessment in the Personal Interest Project (PIP). This deals with areas of study of interest and personal relevance to students.</p>			
<p>Main topics Covered: Year 11 Course</p> <ul style="list-style-type: none"> • The Social and Cultural World: 30% • Personal and Social Identity: 40% • Intercultural Communication: 30% <p>HSC Course Core:</p> <ul style="list-style-type: none"> • Social and Cultural Continuity and Change: 30% • The Personal Interest Project: 30% <p>Depth Studies: 40% Two to be chosen from:</p> <ul style="list-style-type: none"> • Popular Culture • Belief Systems & Ideology • Social Inclusion and Exclusion • Social Conformity and Nonconformity 			
<p>Particular Course Requirements: Nil Course fee: \$20</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two hour written examination	60	Knowledge and understanding of course content	50
Personal Interest Project	40	Application and evaluation of social and cultural research methods	30
		Communication of information, ideas and issues in appropriate forms	20
	100		100

Course: Software Design and Development			
2 units for each of Year 11 and HSC Board Developed Course			Exclusions: Nil
<p>Description of Course:</p> <p>The Year 11 Course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.</p> <p>The HSC Course builds on the Year 11 Course and asks students to develop and document software using a variety of data structures and language facilities, and through these to learn to solve a number of interesting and relevant software problems.</p> <p>This course involves the planning, writing and testing of computer programs.</p>			
<p>Main Topics Covered:</p> <p>Year 11 Course</p> <p>Concepts and issues in the design and development of software (30%)</p> <ul style="list-style-type: none"> • Social and ethical issues • Hardware and software • Software development approaches <p>Introduction to software development (50%)</p> <ul style="list-style-type: none"> • Defining and understanding the problem • Planning and designing software solutions • Implementing software solutions • Testing and evaluating software solutions • Maintaining software solutions <p>Developing software solutions (20%)</p> <p>HSC Course</p> <p>Development and impact of software solutions (15%)</p> <ul style="list-style-type: none"> • Social and ethical issues • Application of software development approaches <p>Software Development cycle (40%)</p> <ul style="list-style-type: none"> • Defining and understanding the problem • Planning and designing software solutions • Implementing software solutions • Testing and evaluating software solutions • Maintaining software solutions <p>Developing a solution package (25%)</p> <p>Options (20%)</p> <ul style="list-style-type: none"> • Programming Paradigms, or • The interrelationship between software and hardware 			
<p>Particular Course Requirements</p> <p>Practical experience should occupy a minimum of 20% of the Year 11 Course, and a minimum of 25% of the HSC Course.</p> <p>Course fee: \$10</p>			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Three hour written examination:		Knowledge and understanding of course content	50
Section I: Core (objective response)	20		
Section II: Core (short answer)	60		
Section III: Options	20	Knowledge and skills in the design and development of software solutions	50
	100		100

Course: Studies of Religion			
2 units for each of Year 11 and HSC Board Developed Course		Exclusions: Studies of Religion I	
Description of Course: In 2016 the Census declared that ‘no religion’ is the biggest group in Australian society, how will this influence us into the future and how do we relate to the rest of the world? How are ancient religions like Buddhism and Islam maintaining their relevance in the rapidly changing modern world and where do new religions like scientology fit into this picture? Studies of Religion 2 will cater for any student with an interest in understanding the origins, impact and shaping influences of world religions in modern day. The course explores how religion has shaped individuals and societies from its origins with the first ancient burials to the complex belief systems practiced today.			
Students develop skills of analysis, independent research, collaboration and effective communication.			
Main Topics Covered: Year 11 Course <ul style="list-style-type: none">▪ Nature of Religion and Beliefs▪ Three Religious Tradition studies: Buddhism, Islam and Judaism.▪ Religions of Ancient Origin involving two selected from: Central or South American, Celtic, Nordic, Shinto, Taoism▪ Religion in Australia pre-1945 HSC Course <ul style="list-style-type: none">▪ Religion and Belief Systems in Australia post 1945 (up to contemporary Australian Society)▪ Buddhism, Islam and Judaism Depth Studies with a focus on:<ul style="list-style-type: none">○ a particular historical figure that has shaped the religion○ an area of ethical teaching (Sexual ethics, Bioethics or Environmental ethics)○ a significant practice affecting the daily life of adherents. (e.g Marriage, prayer, pilgrimage etc)▪ Religion and Peace investigating two of the above traditions▪ Religion and Non-Religion			
Particular Course Requirements: The Year 11 Course is a prerequisite for the HSC Course. Course fee: \$20			
Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
3 hour written exam.		Knowledge and understanding of course content	40
Section I: Religion and Belief Systems in Australia post 1945 (10 multiple choice, 1 short answer)	15	Source-based skills	20
Religion and Non-Religion (10 multiple choice, 1 short answer)	15	Inquiry and research skills	20
Section II: Religion Depth Study (answer 2 questions, each question has 3 short answers)	30	Communication of information, ideas and issues in appropriate forms	20
Section III: Religion Depth Study (1 Extended Response)	20		
Section IV: Religion and Peace (1 Extended Response)	20		
	100		100

Course: Textiles and Design			
2 units for each of Year 11 and HSC Board Developed Course			Exclusions: Nil
<p>Description of Course: Textiles and Design Stage 6 is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items.</p> <p>Students who are creative, enjoy working with a variety of textile materials and can work independently are suited to this course.</p>			
<p>Main Topics Covered:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Design 40% • Properties and Performance of Textiles 50% • Australian Textile, Clothing, Footwear and Allied Industries 10% <p>HSC Course</p> <ul style="list-style-type: none"> • Design 20% • Properties and Performance of Textiles 20% • Australian Textile, Clothing, Footwear & Allied Industries 10% • Major Textiles Project 50% 			
<p>Particular Course Requirements:</p> <ul style="list-style-type: none"> • In both Years 11 and 12 students will complete a major textiles project. Students select one focus area from – apparel, furnishings, costume, textile arts and non-apparel. <p>Course fee: \$75</p>			
Assessment HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
<p>Section 1 A written examination consisting of:</p> <ul style="list-style-type: none"> • Multiple choice • Short answers • Structured essays 	<p>10</p> <p>25</p> <p>15</p>	<p>Major Textile Project</p> <p>Properties & Performance of Textiles</p> <p>Design</p>	<p>50</p> <p>20</p> <p>20</p>
<p>Section II A Major Textiles Project, including:</p> <ul style="list-style-type: none"> • Supporting documentation • Textile items 	<p>25</p> <p>25</p>	<p>Australian Textile, Clothing and Footwear Industries</p>	<p>10</p>
	100		100

Course: Visual Arts			
2 units for each of Year 11 and HSC Board Developed Course			
<p>Description of Course:</p> <p>Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about the artmaking practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Year 11 Course is broad, while the HSC Course provides for deeper, increasingly more independent investigations and case studies.</p> <p>While the course builds on visual arts courses in Stages 4 and 5, it also caters for students with more limited experience in visual arts.</p>			
<p>Main Topics Covered:</p> <p>Year 11 Course learning opportunities focus on:</p> <ul style="list-style-type: none"> the nature of practice in artmaking, art criticism and art history through different investigations; the role and function of artists' artwork, the world and audiences in the artworld; the frames and how students might develop their own informed points of view; how students may develop meaning, focus and interest in their work; experiencing a variety of materials and techniques to create works of increasing refinement both conceptually and technically. <p>HSC Course learning opportunities focus on:</p> <ul style="list-style-type: none"> how students may develop their own informed points of view in increasingly more independent ways using the frames; how students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest; how students may learn about the relationships between artist, artwork, world, audience within the artworld; how students may further develop meaning and technical skill in their work. 			
<p>Particular Course Requirements:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> artworks in at least two forms and use of a process diary a broad investigation of ideas in art criticism and art history <p>HSC Course</p> <ul style="list-style-type: none"> development of a body of work and use of a process diary a minimum of 5 case studies (4–10 hours each) deeper and more complex investigations of ideas in art criticism and art history. <p>Course fee: \$70</p>			
Assessment : HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
Written examination			
<i>Section I</i>	25	Artmaking	50
Short answer questions		Art criticism and art history	50
<i>Section II</i>	25		
Candidates answer one extended response question			
Body of Work	50		
	100		100

Secondary College of Languages (Formerly Saturday School of Languages)

Connection Diversity Excellence

The Secondary College of Languages is the largest provider of face-to-face languages education in NSW. Classes are held every Saturday morning during the school term at 14 Campuses across the state. Students from public and non-government secondary schools are eligible to enrol in their background language. There are no fees for students to enrol at the school.

Courses are offered for Stages 4,5 and 6 in the following languages:

Arabic	Hungarian	Polish
Armenian	Italian	Portuguese
Bengali	Japanese	Punjabi
Bosnian	Khmer	Russian
Chinese	Korean	Serbian
Croatian	Macedonian	Tamil
Filipino	Maltese	Turkish
Hindi	Modern Greek	Vietnamese

Merewether High School Campus currently offers Chinese but may be able to offer additional languages upon application.

- Classes are held on Saturdays for each of the four government school terms.
- In 2022, classes are due to start on Saturday, 5 February.
- In 2022 the formal enrolment period for new students will end on Friday 18 February 2022.

Enrolments received after this date will be subject to the usual enrolment criteria in addition to availability of places in established classes.

For more information and an enrolment form, please visit the Secondary College of Languages website saturdaycl-h.schools@nsw.gov.au or Email SSCL-Merewether@det.nsw.edu.au

2022 enrolment application forms will be available from the website from early Term 3 2021.



Merewether High School
Vocational Education and Training Courses
Refund Policy
2022 – 2023

1. Students withdrawing from a subject in Years 11 and 12 incurring a fee will have a proportion of their charges returned following a refund process.
2. Refund process:
 - Students are to collect a refund form (see attached) from the cashier
 - Form to be completed by appropriate head teacher and parents and returned to the cashier
 - Direct deposit by the Department of Education

Each course allocates charges linked to program budgeting. If there are funds remaining the students will be given a practical opportunity for extension work.

Refunds of school contributions and charges will be made on request, in the following framework:

Date of withdrawal

Up to census date

After census date

Refund*

Full refund

Pro rata by full term

* A \$5 administration charge will be deducted from all refundable amounts

Rochelle Dooley
Principal



Year 11 Online Subject Selection 2022

Students will receive an email with the following link to their Online Subject Selection form <https://spring.edval.education> along with a personal webcode to lodge their selections.

In selecting your courses for 2022, you must choose a minimum of 14 units, including your current Accelerated subject. In both Year 11 and Year 12, all students must study at least 2 units of English.

Your course pattern must include:

- ▶ at least 6 units of Board Developed Courses
- ▶ at least 2 units of a Board Developed Course in English
- ▶ at least 3 courses of 2 units value or greater
- ▶ at least 4 subjects
- ▶ no more than 7 units of courses in Science.

Note: Only the best 2 units of Category B courses are included in calculations for the ATAR.

All Year 10 students are required to select either Advanced or Standard English as a mandatory subject as well as their current Accelerated subject. For the remaining selections, students should select each subject in order of preference. You must choose 5 preferences, but may make up to 8 choices (see next page). You will be allocated your subjects in order of your preferences, including your extension subjects.

Yr11 elects

Main Units	Subject	Units
Current Accelerated Subject	<input type="text" value="No selection"/>	0
English Selection	<input type="text" value="No selection"/>	0
Preference 1	<input type="text" value="No selection"/>	0
Preference 2	<input type="text" value="No selection"/>	0
Preference 3	<input type="text" value="No selection"/>	0
Preference 4	<input type="text" value="No selection"/>	0
Preference 5	<input type="text" value="No selection"/>	0
Preference 6	<input type="text" value="No selection"/>	0
Preference 7	<input type="text" value="No selection"/>	0
Preference 8	<input type="text" value="No selection"/>	0
Total		0

On completion and submission of choices, students must print a copy of their choices and have a parent or carer sign and date their choices. The signed copy must then be placed in the year group box outside the Head Teacher Admin office by Friday, 6th August 2021.