



The Higher School Certificate

An Information Package for Students

Preliminary Course 2025

HSC Course 2026

INTRODUCTION

This Prospectus provides information relevant to students continuing to Year 11 in 2024 at Belmont Christian College. Courses to be offered by the College for 2024 are listed, together with outlines and content requirements. **Initial selection is most important, so please read this document carefully, discuss the options fully, and pray about the decisions to be made.**

Some students will not be able to obtain their original choices of subjects due to insufficient uptake of some subjects or the grouping of certain subjects against each other on the same line due to timetabling and/or staffing purposes. **A subject being listed in this prospectus is NOT a guarantee that it will be offered, so please do not assume that a class will be formed for each subject listed.** After the Expressions of Interest (initial) round of choices, students will be asked to adjust/refine their choices in accordance with the most accommodating line pattern which will be presented to them following compilation of data from the Expression of Interest forms.

OUR AIMS

The aim of Belmont Christian College is that our students "*Grow up into Christ*" and reflect the life of Jesus Christ in their community and, as a result, be a transformative influence wherever they are. To foster this, we have a team of dedicated and well-qualified Christian staff teaching a balanced and flexible curriculum from a Christian perspective. Classroom engagement, and our relational approach is enhanced because of our generally small classes, care for the individual student and a school life that offers academic excellence, the opportunity for worship and ministry as well as many sporting and cultural experiences.

AIMS FOR OUR SENIOR SCHOOL STUDENTS

We require our Senior School (Yr 11 and 12) students to support us in achieving these aims, and in doing so, demonstrate a positive attitude toward their schooling through their example of leadership, respect, responsibility, care and commitment. It is our desire that our students demonstrate Christian principles, maintain an excellent uniform standard, use appropriate language, exhibit excellent behaviour and involve themselves in the extra-curricular activities offered at the College. Our Senior School students must be committed to achieving excellence in their academic, spiritual, social, sporting and cultural endeavours. To achieve this, students must be motivated to succeed and be prepared to work hard through a disciplined, organised and diligent study program averaging about twelve to fifteen hours of study per week in the Preliminary course. They will need to cultivate a balanced lifestyle where their academic, spiritual, sporting, cultural and social lives are adjusted to ensure success. Learning how to achieve such balance and how to develop good study habits is an integral part of the Connect program, the weekly Enterprise program and ongoing training, mentoring, counselling and assistance provided throughout the next two years.

CHROMEBOOKS

Year 11 and 12 students may continue to use their Chromebooks for classwork day-to-day as they have during Stage 5, or they may use their own non-Chromebook devices (not phones). Using technology well transforms learning spaces and enables students to work in digital learning environments with access to online learning tools including Google Classroom, Gmail Calendar and Clickview to enhance creativity, organisation and research skills. Each student continues with their College based email account which is to be used when communicating with teaching staff and other students, and as a means by which to access their Gmail calendar.

The College provides lockers for all Senior School students to store their device and textbooks. This means that at recess, lunch and during sport or other off-site activities, the device and other property can be kept secure and reduces the chance of accidental damage.

Students know they have access to the College's wireless network and the need to be astute in how they use technology. The College believes in growing awareness of the good and bad opportunities

that are available to students on the internet and seeks to train each student to be a wise digital citizen.

Compliance with the College's Computer (including BYOD) Usage Policy allows students ongoing access to the College network and signifies knowledge of, and agreement with what should and shouldn't be done on the device while at the College. It aims to promote a safe, technologically enhanced learning environment where all students can grow their knowledge of each subject and embrace available and emerging technologies.

WHY STUDY THE HSC AT BCC?

Variety

At Belmont Christian College we offer a wide range of subjects, >30 subjects for students to choose from.

Experience

Our HSC teachers are experienced HSC teachers whose expertise is in the subject area they are teaching. This is often supported by teachers holding postgraduate qualifications in the same subjects. Many of our teachers are also HSC markers, providing a broad range of experience to draw on when teaching complex concepts to students.

Class Size

Many HSC classes are small classes, with ratios that are much more commensurate with quality teaching, providing an effective learning environment.

Track record

We have ongoing levels of high performance amongst our current students and alumni, often featuring on the honour roll and ranking well in the area. Almost all students who study with us for the HSC are offered their first round preference at University, in a wide range of courses.

Proper place thinking

As you read through our prospectus, remember that a disciplined approach is always required when undertaking difficult tasks. Although students have been preparing for this for the entirety of their schooling to date, their desire to achieve must be matched with the right kind of thinking and actions. It requires a balanced approach, where their priorities should be in the 'proper place' for them to succeed. This will mean saying 'no' to a bunch of things: some socialising, reducing part-time casual employment, less gala day or extracurricular activities, and saying 'yes' to other things: more time committing to at home study, a consistent approach to learning, structuring social time and church commitments - putting everything in its proper place. We can't expect our students to have any hope of succeeding without the right structures in place and a disciplined approach to the next two years.

Wellbeing

We understand that the HSC can be tough, and it pushes all students outside of their comfort zone. However, we see this as an opportunity to continue growing our students' resilience, their sense of purpose, and their God given understanding of their strengths. During our Connect classes, we establish a space where students can support each other, twice a week. Students discuss their academic journey, as well as their social and emotional health, within a Christian worldview. We prioritise the Bible, to guide our conversations, encouraging the students to keep the HSC in perspective, finding our identity as image bearers of God, not in an examination mark. All students have designated Connect teachers as their mentor, supporting them through their final years at the College. We also have two full time counsellors and a chaplain, for additional support and adjustments for our HSC students. In term 4, year 11 students will be participating in our annual Year 12 Connect Camp, to help them to build their support network and to develop great habits for learning into the HSC Year. As well as this, our wellbeing team is always available to help to support and meet the needs of our HSC students.

GENERAL INFORMATION

For all general information about the HSC, including Eligibility, Units of Study, Pathways, Curriculum (Subjects, VET courses, Life Skills etc), Assessment and Reporting, HSC Examination Rules and Provisions, consult “**Guide for Students in Years 10 to 12**” online at <http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>

ATAR (Australian Tertiary Admission Rank)

What is the ATAR?

This is a rank between 0.00 and 99.95 with increments of 0.05. The ATAR provides a measure of overall academic achievement in the HSC that assists institutions to rank applicants for tertiary selection. This ranking is calculated by the institutions and released by the Universities Admission Centre (UAC). UAC has provided a conversion table, frequently asked questions and other information on its website. More information is available on the UAC Website: <http://www.uac.edu.au>

ATAR rules:

Please note: There is no longer a distinction between Category A and Category B courses.

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

- 10 units of Board Developed courses **and**
- 2 units of English **and**
- 3 Board Developed courses of 2 units or greater **and**
- 4 subjects

The ATAR will be based on the aggregate of scaled marks in ten units of ATAR courses comprising:

- your best two units of English and
- your best eight units from the remaining units

**BOARD DEVELOPED COURSES OFFERED
AT BELMONT CHRISTIAN COLLEGE**

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Ancient History	Ancient History		HSC History Extension ¹
Biology	Biology		HSC Science Extension ¹
Business Studies	Business Studies		
Chemistry	Chemistry		HSC Science Extension ¹
Community and Family Studies	Community and Family Studies		
Design and Technology	Design and Technology		
Drama	Drama		
English	English Studies ² English Standard or English Advanced	Preliminary English Extension	HSC English Extension 1 HSC English Extension 2
Food Technology	Food Technology		
Industrial Technology	Industrial Technology - Timber		
Investigating Science	Investigating Science		HSC Science Extension ¹
Legal Studies	Legal Studies		
Mathematics	Standard Mathematics or Advanced Mathematics	Preliminary Mathematics Extension 1 with Mathematics	HSC Mathematics Extension 1 HSC Mathematics Extension 2
Modern History	Modern History		HSC History Extension ¹
Music	Music 1 and Music 2		
Health and Movement Science (formally PD/Health/PE)	Health and Movement Science		
Physics	Physics		HSC Science Extension ¹
Society and Culture	Society and Culture		
Software Engineering	Software Engineering		
Studies of Religion II	Studies of Religion II		
Visual Arts	Visual Arts		

NB: The HSC Extension Courses are listed for future reference only and may or may not be offered at BCC in Year 12 2026

¹ Extension Science and History is offered as a 1 unit extension to any of the Sciences or Histories, with a maximum of seven Science units studied in Year 12.

² An optional HSC written examination is offered for students who complete the 240-hour HSC indicative course. If you want the results from this course to be available for inclusion in the calculation of your ATAR, subject to ATAR rules you must undertake the optional written examination. Other VET courses available in this subject area are not examinable.

HSC COURSE NOTES

These notes and footnotes refer to the list of courses

A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts and Software Design and Development. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

VET Subjects include:

Course Number	Name	Unit Value	Subject Area
26099	Automotive Vehicle Body or Mechanical Technology(Examination)	2	Automotive ³
26199	Business Services (Examination)	2	Business Services ³
26299	Construction (Examination)	2	Construction ³
26399	Electrotechnology (Examination)	2	Electrotechnology ³
26499	Entertainment Industry (Examination)	2	Entertainment Industry ³
27299	Financial Services (Examination)	2	Financial Services ³
26599	Hospitality (Examination)	2	Hospitality ³
27199	Human Services (Examination)	2	Human Services ⁴
27399	Information Technology (Examination)	2	Information Technology ³
30130	Mathematics Standard 1 (Examination)	2	Mathematics ³
27899	Primary Industries(Examination)	2	Primary Industries ³
26999	Retail Services (Examination)	2	Retail Services ³
27499	Tourism, Travel and Events(Examination)	2	Tourism, Travel and Events ³

Notes:

³ An optional HSC written examination is offered for students who complete the 240-hour HSC indicative course. If you want the results from this course to be available for inclusion in the calculation of your ATAR, subject to ATAR rules you must undertake the optional written examination. Other VET courses available in this subject area are not examinable.

⁴ An optional HSC written examination is offered for students who complete the 240 or 360 HSC indicative hour course. If you want the results from this course to be available for inclusion in the calculation of your ATAR, subject to ATAR rules, you must undertake the optional written examination.

For information about selection criteria, students should refer to the UAC Guide: "Steps to Uni for Year 10 Students Booklet" **OR** look on the UAC website: www.uac.edu.au

CONTENT ENDORSED COURSES (CECs) AT BCC

Content Endorsed Courses offered are:

- Numeracy

NB: CECs do not have a HSC examination and do not count towards an ATAR.

HOW DO I DECIDE WHICH SUBJECTS TO DO?

This is an important decision and it requires careful consideration and prayer. Ask yourself the following questions:

- What gifts has God given me and what does He want me to do with them?
- What subjects are available?
- What subjects interest me?
- What subjects am I good at?
- What subjects do I need for further study for vocational opportunities?

In most cases the best subjects to take are the ones you like the most. In studying these subjects you are most likely to do well and therefore get the highest marks. If you don't really like a subject, you probably won't do very well in it.

Read through the following pages carefully and consider the NSW Education Standards Authority (NESA) rules and the pathway you wish to follow to achieve your HSC.

THE SELECTION PROCESS

Students are asked to fill out an online form, where they indicate their choices of subjects (and levels).

Selections are then collated. The subjects that have attracted enough students to form viable classes are included in the timetabling process. Those subjects that have not attracted sufficient interest are not included.

A timetable "Line Pattern" is formed. English, being compulsory, becomes Line 1. Five other lines each with 3 - 5 subjects are arranged in a manner designed to cater for the needs of the greatest number of students possible.

This line pattern is given to the students and they are required to again select subjects from this pattern, ensuring that they have the 12 units necessary for the Preliminary HSC pattern of study. This selection must be done with their Year 12 aspirations clearly in mind - ie whether or not they wish to receive an ATAR, how many units they wish to attempt in Year 12 (minimum of 10) etc.

PLEASE NOTE: Not all subjects that are presented on the online form will be offered. Only those where viable classes can be formed will run.

On the final selection form, two (or more) subjects that you wanted to do may have been timetabled on the same line (ie. on at the same time) in which case you can only do one of these subjects and you will have to select another subject from another line.

SUBJECT OUTLINES

The outlines for the courses offered at BCC are given on the following pages in the order below:

<p>Board Developed Courses: Pages 10-57</p> <p>English Standard English Advanced English Extension English Studies Standard Mathematics Advanced Mathematics Mathematics Extension 1 and 2 Biology Chemistry Physics Investigating Science Science Extension Ancient History Modern History History Extension Business Studies Legal Studies Society and Culture Studies of Religion II Music 1 and 2 Drama Design and Technology Food Technology Industrial Technology Personal Development, Health and PE Community and Family Studies Software Engineering Visual Arts</p>	<p>CEC: Mathematics – Numeracy – Page 25</p> <p>VET: Pages 58-69</p> <p>Hospitality Information, Digital Media & Technology Construction Sports Coaching Fitness</p>
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English Standard

Course No: 11130 / 15130

2 units for each Preliminary and HSC
Board Developed Course

Course Description

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

Main Topics Covered

Preliminary Course	HSC Course Content
Common Module: Reading to Write (40 hours) Module A: Contemporary Possibilities (40 hours) Module B: Close Study of Literature (40 hours)	Common Module: Texts and Human Experiences (30 hours) Module A: Language, Identity and Culture (30 hours) Module B: Close Study of Literature (30 hours) Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)

Particular Course Requirements

Across Stage 6 the selection of texts will give students experience of the following:

- 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

Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
Knowledge and understanding of course content	50%	Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

The Year 12 formal school-based assessment program for English Standard reflects the following requirements:

- 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

English Advanced

Course No: 11140/15140

2 units for each Preliminary and HSC
Board Developed Course

Course Description

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.

Main Topics Covered

Preliminary Course	HSC Course
Common Module: Reading to Write (40 hours) Module A: Narratives that Shape our World (40 hours) Module B: Critical Study of Literature (40 hours)	Common Module: Texts and Human Experiences (30 hours) Module A: Textual Conversations (30 hours) Module B: Critical Study of Literature (30 hours) Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)

Particular Course Requirements

- Across Stage 6 the selection of texts will give students experience of:
- 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

Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
Knowledge and understanding of course content	50%	Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

The Year 12 formal school-based assessment program for English Advanced reflects the following requirements:

- 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

English Extension 1

Course No. 11150, 15160

Exclusions: English Standard, English Studies

1 unit for each Preliminary and HSC
Board Developed Course

Course Description

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.

Main Topics Covered

Preliminary Course	HSC Course Content
Module: Texts, Culture and Value (40 hours) Related research project (20 hours)	Common module: Literary Worlds with ONE elective option (60 hours)

Particular Course Requirements

Across Stage 6 the selection of texts will give students experience of the following:

- 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

Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
Knowledge and understanding of complex texts and of how and why they are valued	50%	Knowledge and understanding of complex texts and of how and why they are valued	50%
Skills in complex analysis, sustained composition and independent investigation	50%	Skills in complex analysis, sustained composition and independent investigation	50%

The Year 12 formal school-based assessment program for English Extension 1 reflects the following requirements:

- 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

English Extension 2

Course No. 15170

Exclusions: English Standard, English Studies

1 unit for HSC only
Board Developed Course

Course Description

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.

Main Topics Covered

HSC Course
The Composition Process Major Work Reflection Statement The Major Work Journal (60 hours)

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.

Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
Skills in extensive independent research	50%	Skills in extensive independent research	50%
Skills in sustained composition	50%	Skills in sustained composition	50%

The Year 12 formal school-based assessment program for English Extension 2 reflects the following requirements:

Please note: Assessment will be based on the process of composing the Major Work. As part of that process, there will be three assessment tasks:

- 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%

2 units for each Preliminary and HSC
Board Developed Course

Course Description

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.

Main Topics Covered

Preliminary Course	HSC Course
Mandatory module – Achieving through English: English in education, work and community (30-40 hours) An additional 2–4 modules (20-30 hours each)	Mandatory Common Module: Texts and Human Experiences (30 hours) An additional 2–4 modules (20-45 hours each)

Particular Course Requirements

Across Stage 6 the selection of texts will give students experiences of the following as appropriate:

- Reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- 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, popular and youth cultures
- A range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts

Assessment: HSC Course External Assessment	Weighting	Assessment: HSC Course Internal Assessment	Weighting
Knowledge and understanding of course content	50%	Knowledge and understanding of course content	50%
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50%	Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50%
Please note – English Studies external examination is OPTIONAL , and if completed, will contribute to the awarding of an ATAR			

The Year 12 formal school-based assessment program for English Studies reflects the following requirements:

- A maximum of four assessment tasks
- The minimum weighting for an individual task is 10%
- The maximum weighting for an individual task is 40%
- One task may be a formal written examination with a maximum weighting of 20%
- One task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- Assessment of the Common Module must integrate teacher or student selected related material

Mathematics – Standard

Course No: 11236 / 15236

2 units Preliminary Board Developed Course*
2 units HSC Board Developed Course*

Prerequisites:

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: *Area and surface area, financial mathematics, linear relationships, non-linear relationships, right-angled triangles (Trigonometry), single variable data analysis, volume, some content from Equations and Probability.*

Exclusions:

Students may **not** study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.

Course Description

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

All students studying the Mathematics Standard 2 course will sit for an HSC examination. All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6 enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It also provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts using mathematical modelling and use these models to solve problems related to their present and future needs. Students are given opportunities to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies, and gain an appropriate mathematical background to enter the workforce or undertake further tertiary training.

Main Topics Covered

Preliminary Course	HSC Course
<p>Topic: Algebra <i>Formulae and Equations, Linear Relationships</i></p> <p>Topic: Measurement <i>Applications of Measurement, Working with Time</i></p> <p>Topic: Financial Mathematics <i>Money Matters</i></p> <p>Topic: Statistical Analysis <i>Data Analysis, Relative Frequency and Probability</i></p>	<p>Topic: Algebra <i>Types of Relationships</i></p> <p>Topic: Measurement <i>Non-right-angled Trigonometry, Rates and Ratios</i></p> <p>Topic: Financial Mathematics <i>Investments and Loans, Annuities</i></p> <p>Topic: Statistical Analysis <i>Bivariate Data Analysis, The Normal Distribution</i></p> <p>Topic: Networks <i>Network Concepts, Critical Path Analysis</i></p>

Assessment

The Year 11 formal school-based assessment program is to reflect the following requirements: three assessment tasks with the minimum weighting for an individual task being 20%, the maximum weighting for an individual task being 40%, and one task being an assignment or investigation-style with a weighting of 20–30%.

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks, the minimum weighting for an individual task being 10% with the maximum weighting for an individual task being 40%, only one task being a **formal** written examination with a maximum weighting of 30%, and one task must be an assignment or investigation-style with a weighting of 15–30%.

HSC Examination Specifications

The HSC examination will consist of a written paper worth 100 marks. The time allowed is 2 hours and 30 minutes plus 5 minutes reading time. A reference sheet will be provided. NESA approved calculators, a pair of compasses and a protractor may be used. The paper will consist of two sections. The examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR).

Mathematics – Advanced

Course No: 11255 / 15255

Exclusions: Mathematics Standard

2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites:

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus 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.*

Course Description

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

All students studying the Mathematics Advanced course will sit for an HSC examination. The study of Mathematics Advanced in Stage 6 enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely and provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts using mathematical modelling and use these models to solve problems related to their present and future needs. It also enables students to develop ways of thinking in which problems are explored through observation, reflection and reasoning and provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. In addition, the course provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Main Topics Covered

Preliminary Course	HSC Course
<p>Topic: Functions <i>Working with Functions</i></p> <p>Topic: Trigonometric Functions <i>Trigonometry and Measure of Angles</i> <i>Trigonometric Functions and Identities</i></p> <p>Topic: Calculus <i>Introduction to Differentiation</i></p> <p>Topic: Exponential and Logarithmic Functions <i>Logarithms and Exponentials</i></p> <p>Topic: Statistical Analysis <i>Probability and Discrete Probability Distributions</i></p>	<p>Topic: Functions <i>Graphing Techniques</i></p> <p>Topic: Trigonometric Functions <i>Trigonometric Functions and Graphs</i></p> <p>Topic: Calculus <i>Differential Calculus, The Second Derivative,</i> <i>Integral Calculus</i></p> <p>Topic: Financial Mathematics <i>Modelling Financial Situations</i></p> <p>Topic: Statistical Analysis <i>Descriptive Statistics and Bivariate Data</i> <i>Analysis, Random Variables</i></p>

Assessment

The Year 11 formal school-based assessment program is to reflect the following requirements: three assessment tasks with the minimum weighting for an individual task being 20%, the maximum weighting for an individual task 40%, and one task must be an assignment or investigation-style with a weighting of 20–30%.

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks, the minimum weighting for an individual task being 10% with the maximum weighting for an individual task being 40%, only one task being a **formal** written examination with a maximum weighting of 30%, and one task must be an assignment or investigation-style with a weighting of 15–30%.

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 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 and aligning performance in the examination each year to the standards established for the course. The Mathematics Advanced examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

Mathematics Extension 1

Course No: 11250 / 15250

Exclusions: Mathematics - Standard

1 Unit in each Preliminary and HSC
Board Developed Course

Prerequisites

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: Polynomials, Logarithms, Functions and Other Graphs and Circle Geometry.

Course Description

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

All students studying the Mathematics Extension 1 course will sit for an HSC examination. The study of Mathematics Extension 1 in Stage 6 enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely and provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively. It also gives opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality and acts as a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level. Students are given an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Main Topics Covered

Preliminary Course	HSC Course
Topic: Functions <i>Further Work with Functions, Polynomials</i>	Topic: Proof <i>Proof by Mathematical Induction</i>
Topic: Trigonometric Functions <i>Inverse Trigonometric Functions</i> <i>Further Trigonometric Identities</i>	Topic: Vectors <i>Introduction to Vectors</i>
Topic: Calculus <i>Rates of Change</i>	Topic: Trigonometric Functions <i>Trigonometric Equations</i>
Topic: Combinatorics <i>Working with Combinatorics</i>	Topic: Calculus <i>Further Calculus Skills, Applications of Calculus</i>
	Topic: Statistical Analysis <i>The Binomial Distribution</i>

Assessment

The Year 11 formal school-based assessment program is to reflect the following requirements: three assessment tasks with the minimum weighting for an individual task being 20% and the maximum weighting for an individual task being 40%.

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks with the minimum weighting for an individual task being 10%, the maximum weighting for an individual task is 40% and only one task to be a **formal** written examination with a maximum weighting of 30%.

HSC Examination Specifications

The examination will consist of a written examination paper of two hours duration (plus five minutes reading time) with a total mark value of 70 marks. All questions in the examination are compulsory. The Mathematics Extension 1 examination paper will be based mainly on the Mathematics Extension 1 HSC course and will focus on the course objectives and HSC course outcomes. The Mathematics Extension 1 Preliminary course and the Mathematics course will be assumed knowledge for this examination. Questions focusing on Mathematics Extension 1 HSC course outcomes may also relate to knowledge, skills and understanding from the Mathematics Extension 1 Preliminary course and the Mathematics course. The reference sheet for Mathematics, Mathematics Extension 1 and Mathematics Extension 2 will be provided. In addition to basic examination equipment, a pair of compasses, set squares, a protractor and a mathematical curve-drawing template may be used. NESAs - approved calculators may be used.

Mathematics Extension 2

Course No: 15260

Exclusions: Mathematics Standard

1 unit in each Preliminary and HSC
Board Developed Course

Prerequisites

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

Course Description

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.

All students studying the Mathematics Extension 2 course will sit for an HSC examination. The study of Mathematics Extension 2 in Stage 6 enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely and provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. It also supports opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts and provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level. Student are afforded an appropriate mathematical background with future pathways founded in mathematics and its applications in such areas as science, engineering, finance and economics

Main Topics Covered HSC ONLY

Topic: Proof

The Nature of Proof

Further Proof by Mathematical Induction

Topic: Vectors

Further Work with Vectors

Topic: Complex Numbers

Introduction to Complex Numbers

Using Complex Numbers

Topic: Calculus

Further Integration

Topic: Mechanics

Applications of Calculus to Mechanics

Assessment

The Year 11 formal school-based assessment program is to reflect the following requirements: three assessment tasks with the minimum weighting for an individual task being 20% and the maximum weighting for an individual task being 40%.

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks with the minimum weighting for an individual task being 10%, the maximum weighting for an individual task is 40% and only one task to be a **formal** written examination with a maximum weighting of 30%.

HSC Examination Specifications

The examination will consist of a written examination paper of three hours duration (plus five minutes reading time) containing two sections with a total mark value of 100 marks. All questions in the examination are compulsory. The Mathematics Extension 2 examination paper will be based mainly on the Mathematics Extension 2 course and will focus on the course objectives and outcomes. The Mathematics Extension 1 course and the Mathematics course will be assumed knowledge for this examination. Questions focusing on Mathematics Extension 2 course outcomes may also relate to knowledge, skills and understanding from the Mathematics Extension 1 course and the Mathematics course. The reference sheet for Mathematics, Mathematics Extension 1 and Mathematics Extension 2 will be provided. In addition to basic examination equipment, a pair of compasses, set squares, a protractor and a mathematical curve-drawing template may be used. NESAs approved calculators may be used.

Mathematics – Numeracy (CEC)

Course No: 30130 / 30140

2 units Preliminary CEC*

2 units HSC CEC*

Prerequisites:

It is anticipated that students undertaking Mathematics Advanced or higher courses have already consolidated essential numeracy skills and would not benefit from studying this course.

Exclusions:

Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Numeracy Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Numeracy Year 12 course.

Course Description:

The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

The *Numeracy Stage 6 CEC Syllabus* is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

Main Topics Covered

Preliminary Course	HSC Course
Module 1: <ol style="list-style-type: none">Whole numbersOperations with whole numbersDistance, area and volumeTimeData, graphs and tables Module 2: <ol style="list-style-type: none">Fractions and decimalsOperations with fractions and decimalsMetric relationshipsLength, mass and capacityChance	Module 3: <ol style="list-style-type: none">PercentagesOperations with numbersFinanceLocation, time and temperatureSpace and design Module 4: <ol style="list-style-type: none">Rates and ratiosStatistics and probabilityExploring with NRMT

Assessment:

The Year 11 formal school-based assessment program is to reflect the following requirements:

- 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 task.

Some students with disability may require [adjustments](#) in order to access assessment opportunities and demonstrate achievement of outcomes.

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- 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 an assignment or investigation-style task.

Some students with disability may require [adjustments](#) in order to access assessment opportunities and demonstrate achievement of outcomes.

HSC Examination Specifications:

There is no external examination for the Numeracy Stage 6 CEC.

Schools will use the Achievement Level Descriptions for Numeracy Stage 6 to award grades for school-based assessment. NESAs monitors the grades awarded by all schools and conducts work sample reviews to ensure the grades reported on NESAs credentials are comparable. Information on retaining and submitting student work samples is available under [Awarding grades](#).

All students studying the Numeracy Stage 6 CEC for the HSC will have their school-based assessment reported on NESAs credentials as a grade (A to E).

2 units for each of Preliminary and HSC
Board Developed Course

Course Description

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

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

Main Topics Covered

Preliminary Course	HSC Course
Module 1: Cells as the Basis of Life Module 2: Organisation of Living Things (60 indicative hours) Module 3: Biological Diversity Module 4: Ecosystem Dynamics (60 indicative hours) Depth study (15 hours in Modules 1-4)	Module 5: Heredity Module 6: Genetic Change (60 indicative hours) Module 7: Infectious Disease Module 8: Non-infectious Disease and Disorders Depth study (15 hours in Modules 5-8)

Assessment: Year 11 Biology School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- 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
- One task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- The depth study task must assess:
 - The Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - A minimum of two additional Working Scientifically skills outcomes
 - At least one Knowledge and Understanding outcome.

Assessment: Year 12 Biology School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

The Year 12 formal school-based assessment program is to reflect the following requirements:

- A maximum of four assessment tasks
- The minimum weighting for an individual task is 10%
- 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 focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- The depth study task must assess:
 - the Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - a minimum of two additional Working Scientifically skills outcomes
 - At least one Knowledge and Understanding outcome.

2 units for each of Preliminary and HSC
Board Developed Course

Course Description

The *Chemistry Stage 6 Syllabus* explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry 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.

Main Topics Covered

Preliminary Course	HSC Course
Module 1: Properties and Structure of Matter Module 2: Introduction to Quantitative (60 indicative hours) Module 3: Reactive Chemistry Module 4: Drivers of Reactions (60 indicative hours) Depth study (15 hours in Modules 1-4) within 120 hours	Module 5: Equilibrium and Acid Reactions Module 6: Acid/base Reactions (60 indicative hours) Module 7: Organic Chemistry Module 8: Applying Chemical Ideas (60 indicative hours) Depth study (15 hours in Modules 5-8) within 120 hours

Assessment: Year 11 Chemistry School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- 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
- One task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- The depth study task must assess:
 - the Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - a minimum of two additional Working Scientifically skills outcomes
 - at least one Knowledge and Understanding outcome.

Assessment: Year 12 Chemistry School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

The Year 12 formal school-based assessment program is to reflect the following requirements:

- A maximum of four assessment tasks
- The minimum weighting for an individual task is 10%
- 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 focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- The depth study task must assess:
 - The Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - a minimum of two additional Working Scientifically skills outcomes
 - at least one Knowledge and Understanding outcome.

Physics

Course No: 11310 / 15330

2 units for each Preliminary and HSC
Board Developed Course

Course Description

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

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

Main Topics Covered

Preliminary Course	HSC Course
Module 1: Kinematics Module 2: Dynamics (60 indicative hours) Module 3: Waves and Thermodynamics Module 4: Electricity and Magnetism (60 indicative hours) Depth study (15 hours in Modules 1-4) within 120 hours	Module 5: Advanced Mechanics Module 6: Electromagnetism (60 indicative hours) Module 7: The Nature of Light Module 8: From the Universe to the Atom (60 indicative hours) Depth study (15 hours in Modules 5-8) within 120 hours

Assessment: Year 11 Physics School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- 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
- One task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- The depth study task must assess:
 - The Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - A minimum of two additional Working Scientifically skills outcomes
 - At least one Knowledge and Understanding outcome.

Assessment: Year 12 Physics School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

The Year 12 formal school-based assessment program is to reflect the following requirements:

- A maximum of four assessment tasks
- The minimum weighting for an individual task is 10%
- 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 focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- The depth study task must assess:
 - The Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - A minimum of two additional Working Scientifically skills outcomes
 - At least one Knowledge and Understanding outcome.

Investigating Science

Course No: 11215 / 15215

2 units for each of Preliminary and HSC
Board Developed Course

Course Description

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

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

Main Topics Covered

Preliminary Course	HSC Course
Module 1: Cause and Effect - Observing Module 2: Cause and Effect – Inferences and Generalisations (60 indicative hours) Module 3: Scientific Models Module 4: Theories and Laws (60 indicative hours) Depth study (30 hours in Modules 1-4) within 120 indicative hours	Module 5: Scientific Investigations Module 6: Technologies (60 indicative hours) Module 7: Fact or Fallacy? Module 8: Science and Society Depth study (30 hours in Modules 5-8) within 120 indicative hours

Assessment: Year 11 Investigating Science School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- 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
- One task must focus on a depth study or an aspect of a depth study with a weighting of 30–40%
- The depth study task must assess:
 - The Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - A minimum of two additional Working Scientifically skills outcomes
 - At least one Knowledge and Understanding outcome.

Assessment: Year 12 Investigating Science School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

The Year 12 formal school-based assessment program is to reflect the following requirements:

- A maximum of four assessment tasks
- The minimum weighting for an individual task is 10%
- 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 focus on a depth study or an aspect of a depth study with a weighting of 30–40%
- The depth study task must assess:
 - The Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - A minimum of two additional Working Scientifically skills outcomes
 - At least one Knowledge and Understanding outcome.

Science Extension (Year 12)

Course No: 15345

1 unit for HSC
Board Developed Course

Course Description

The Science Extension Stage 6 Syllabus focuses on the nature, development and processes of science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Main Topics Covered

HSC Course	Prerequisites for Entry
Module 1: The foundations of Scientific Thinking Module 2: The Scientific Research Proposal Module 3: The Data, Evidence and Decisions Module 4: The Scientific Research Report Mandatory Scientific Research Report and Portfolio	One of or a combination of (up to 6 units of study) of Biology, Chemistry, Investigating Science or Physics in Year 11 Co-requisite courses One of or a combination of (up to 7 units) of the prerequisite subjects

Particular Course Requirements

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

Scientific Research Report

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: *All My Own Work* course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols. All scientific research must be sensitive to community expectations in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

The Scientific Research Report and Portfolio produced in this course may be an extension of, but must not overlap with or significantly duplicate, any depth study attempted in the Year 11 or Year 12 Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics courses.

The Scientific Research Portfolio

The Scientific Research Portfolio supports and guides the development of the Scientific Research Report. It provides a record of the processes and documents the information gathered, the analysis of data and the development of the report.

The portfolio is an active, working, purpose-built set of documents that facilitates organisation and ensures that students reflect on their work and maintain information and records of their actions and findings. It is used to evidence students' original work and maintain records of teacher feedback, comments and observations. The portfolio also provides evidence for the acknowledgement of secondary-sourced information used and clarifies the scientific research methodology, leading to a logical evidence-based Scientific Research Report. The portfolio may be maintained in digital format.

Communication and collaboration with scientific researchers, scientists and scientific institutions, both nationally and internationally, can assist students to achieve the outcomes of the course. All assistance and materials gathered, including data, must be appropriately referenced and acknowledged using accepted protocols.

Assessment and Reporting

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course. The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals. The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents. The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course. The components and weightings for Year 12 are mandatory.

Component	Weighting %
Communicating scientifically	30
Gathering, recording, analysing and evaluating data	30
Application of scientific research skills	40
	100

The Year 12 formal school-based assessment program is to reflect the following requirements:

- The minimum weighting for an individual task is 20%
- The maximum weighting for an individual task is 40%
- Three assessment tasks: - task one must assess the skills developed in Section 1 of the Scientific Research Portfolio - task two must assess the skills developed in Section 2 of the Scientific Research Portfolio - task three must assess the Scientific Research Report with a weighting of 40%
- Tasks one and two must not assess individual sections of the Scientific Research Report, in draft or final versions
- Only one task may be a formal written examination with a maximum weighting of 30%.

Ancient History

Course No: 15020

2 units for each Preliminary and HSC
Board Developed Course

Course Description

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

Preliminary Course	HSC Course
<p>Part 1: Investigating Ancient History</p> <ul style="list-style-type: none"> ○ The Nature of Ancient History ○ Case Studies (at least TWO) <p>Part II: Features of Ancient Societies</p> <ul style="list-style-type: none"> ○ Students study at least two ancient societies through an investigation of a different key feature OR one key feature across the two societies selected <p>Part III: Historical Investigation</p>	<p>Part I: Core Study: Cities of Vesuvius -Pompeii and Herculaneum (25%)</p> <p>Part II: ONE Ancient Society (25%)</p> <p>Part III: ONE Personality in their Times (25%)</p> <p>Part IV: ONE Historical Period (25%)</p>

Particular Course Requirements

In the Year 11 course, studies undertaken should be selected from a range of societies. The Historical concepts and skills content is to be integrated throughout the course. The choices of studies in Parts I, II and III, must not overlap or duplicate significantly any topic attempted in the Year 12 Ancient History or History Extension courses.

Assessment – Year 12 course ONLY

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of:		Knowledge and understanding of course content	40
Section I: Core Source-based short-answer questions	25	Historical skills in the analysis and evaluation of sources and interpretations	20
Section II: Ancient Societies A question in 4 or 5 parts	25	Historical inquiry and research	20
Section III: Personalities in their Times A question in 2 or 3 parts	25	Communication of historical understanding in appropriate forms	20
Section IV: Historical Periods Extended response	100		100

Modern History

Course No: 15270

2 units for each Preliminary and HSC
Board Developed Course

Course Description

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

Main Topics Covered

Preliminary Course		HSC Course
Investigating Modern History	60 hrs	Part I: Core Study: Power and Authority in the Modern World 1919-1946 (25%) Part II: ONE National Studies (25%) Part III: ONE Peace and Conflict (25%) Part IV: ONE Change in the Modern World (25%)
<ul style="list-style-type: none"> ○ The Nature of the Modern World ○ Case Studies (min of 10 hrs each) 		
Historical Investigation	20 hrs	
The Shaping of the Modern World	40 hrs	

Particular Course Requirements

In the Preliminary course, students undertake at least ONE option from "The Nature of Modern History" and at least TWO case studies – one must be from Europe, North America or Australia and one must be from Asia, the Pacific, Africa, the Middle East or Central/South America. At least ONE study from 'The Shaping of the Modern World' should be undertaken.

Topics in the Year 12 course consist of two sections – 'Survey' and 'Focus of study'. The following indicative time allocations provide guidance to teachers about the depth of study for each section:

- Survey (a maximum of 3 hours)
- Focus of study (a minimum of 27 hours)

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination consisting of:			
Section I: Core Source-based short-answer questions	25	Knowledge and understanding of course content	40
Section II: National Studies Extended response	25	Historical skills in the analysis and evaluation of sources and interpretations	20
Section III: Peace and Conflict Extended response	25	Historical inquiry and research	20
Section IV: Change in the Modern World A question in 3 or 4 parts	25	Communication of historical understanding in appropriate forms	20
	100		100

History Extension

Course No: 15280

Exclusions: Must be enrolled in HSC Modern and/or Ancient History

1 unit for HSC
Board Developed Course

Course Description

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

Main Topics Covered

HSC Course

- Constructing History – Key Questions: 40 hrs
- Case Study – 20 hrs

Particular Course Requirements

Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions:

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.

External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination consisting of: Section I: ONE extended response question reference to one or two unseen passages as a stimulus for exploration of issues of historiography	25	Knowledge and understanding of significant historical ideas and processes	40
Section II: ONE extended response question analysing an historiographical issue with specific reference to a case study.	25	Skills in designing, undertaking and communicating historical inquiry and analysis	60
	50		100

Business Studies

Course No: 15040

2 units for each Preliminary and HSC
Board Developed Course

Course Description

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

Main Topics Covered

Preliminary Course	HSC Course
Nature of Business (20%) – the nature and role of business in a changing business environment	Operations (25%) – the nature and responsibilities of operations in business
Business Management (40%) – the nature and responsibility of management in business	Finance (25%) – financial management for success in business
Business Planning (40%) – the process of establishing and planning a small to medium enterprise	Marketing (25%) – the nature and role of marketing for business
	Human Resources (25%) – the nature of effective employment relations in business

Particular Course Requirements

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

Assessment - HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination, including multiple-choice, short answer and extended response questions	100	Knowledge and understanding of course content	40
		Stimulus-based skills	20
		Inquiry and research	20
		Communication of business information, ideas and issues in appropriate forms	20
	100		100

2 units for each Preliminary and HSC
Board Developed Course

Course Description

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

Preliminary Course	HSC Course
<p>Part I – The Legal System (40% of course time) – students develop an understanding of the nature and functions of law through an examination of law making processes and institutions.</p> <p>Part II – The Individual and the Law (30% of course time) – how the law impacts individuals by referring to legal and non-legal institutions, laws and media reports.</p> <p>Part III – Law in Practice (30% of course time) – students investigate contemporary issues illustrating how the law operates in practice.</p>	<p>Core Study: Crime (30% of course time) – students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.</p> <p>Core Study: Human Rights (20% of course time) – students investigate the notion of human rights and assess the extent to which legal systems embody and promote human rights.</p> <p>Additional Focus Studies (50% of course time)</p>

Students will study two focus studies chosen from:

- Consumers
- Global environmental protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order

Key themes incorporated across all topics:

Justice, Law and Society; Culture, Values and Ethics; Conflict and Cooperation; Continuity and Change; Legal Processes and Institutions; Effectiveness of the Legal System.

Particular Course Requirements

There are no special requirements.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination:		Knowledge and understanding of course content	40
Human rights	20	Analysis and evaluation	20
Crime	30	Inquiry and research	20
Focus Studies	50	Communication of legal information, ideas and issues in appropriate forms	20
	100		100

Society and Culture

Course No: 15350

2 units for each Preliminary and HSC
Board Developed Course

Course Description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Main Topics Covered

Preliminary Course	HSC Course
<p>The Social and Cultural World – the interactions between persons and groups within societies</p> <p>Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings</p> <p>Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them</p>	<p>Core</p> <p>Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study</p> <p>The Personal Interest Project (PIP) – an individual research project</p> <p>Depth Studies</p> <p>Two to choose from:</p> <p>Popular Culture – the interconnection between popular culture, society and the individual</p> <p>Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity</p> <p>Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures</p> <p>Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.</p>

Particular Course Requirements - Completion of Personal Interest Project

Summary of external and internal HSC assessment			
External examination	Mark	Internal assessment	Weighting
<p>Written examination</p> <p><i>Section I – Core</i></p> <p>Objective response questions</p> <p>Short-answer questions</p> <p><i>Section II – Depth Studies</i></p> <p>Candidates answer two questions on separate Depth Studies, each of two parts (worth 5 and 15 marks)</p>	8	Knowledge and understanding of course content	50
	12	Application and evaluation of social and cultural research methodologies	30
	40	Communication of information, ideas and issues in appropriate forms	20
Personal Interest Project	40		
	100		100

Studies of Religion II

2 units for each Preliminary and HSC
Board Developed Course

Course No: 15380

Exclusions: Studies of Religion I

Course Description

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

Main Topics Covered

Preliminary Course	HSC Course
Nature of Religion and Beliefs	Religion and Belief Systems in Australia post-1945 (13%)
Three Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism	Three Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism (55%)
Religions of Ancient Origin	
Religion in Australia pre-1945	Religion and Peace (19%) Religion and Non-Religion (13%)

Assessment - HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A 3-hour written examination		Knowledge and understanding of course content	
- Section I: Religion and Belief Systems in Australia post-1945	15		40
- Religion and Non-Religion	15	Historical skills in the analysis and evaluation of sources and interpretations	20
- Section II: Religious Tradition Depth Studies	30		
- Section III: Religious Tradition Depth Studies (extended response)	20	Historical inquiry and research	20
- Religion and Peace	20	Communication of historical understanding in appropriate forms	20
	100		100

Music 1

2 units for each Preliminary and HSC
Board Developed Course

Course No: 15290

Exclusions: Music 2; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Prerequisites

Music mandatory course (or equivalent)

Course Description

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

The purpose of Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to engage in a range of musical styles, including contemporary popular music, and for many, it will serve as a pathway for further training and employment in the music industry or in contemporary music fields.

Main Topics Covered

Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres. Some of these topics include:

Jazz	Popular music	Rock music
Music for small/large ensembles	Australian Music	Theatre
Music for radio, film, television and multimedia	Technology and its influence on music	An instrument and its repertoire

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 HSC course.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

Assessment

HSC Course only

External examination	Mark	Internal assessment	Weighting
Written examination – Aural Skills (four short-answer questions)	30	Performance Core Composition Core Musicology Core	10 10 10
Practical examination – Core Performance	20*	Aural Core	25
Elective 1	20*	Elective 1	15
Elective 2	20*	Elective 2	15
Elective 3	20*	Elective 3	15
	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.

Music 2

2 units for each Preliminary and HSC
Board Developed Course

Course No: 15300

Exclusions: Music 1; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. The curriculum structure is adaptable enough to meet the needs and abilities of students with a range of interests.

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

Main Topics Covered

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.

Mandatory Topic: Preliminary Course	Mandatory Topic: HSC Course
Music 1600–1900	Music of the Last 25 Years (Australian focus)
Some of the additional topics include:	
Music from 1900-1945	Music from 1945 - music 25 years ago
Classical music	Australian music

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 Board of Studies to validate authorship of the submitted work.

All students will be required to develop a composition portfolio for the core composition.

Assessment (HSC Course only)

External examination	Mark	Internal assessment	Weighting
Written examination – Musicology and Aural Skills (four questions)	35	Performance Core	20
Practical examination Performance	15	Composition Core	20
Sight-singing	5		
Core Composition	15	Musicology Core	20
Elective: Performance, Composition or Musicology	30	Aural Core	20
		Elective: Performance, Composition or Musicology	20
	100		100

Drama

2 units for each Preliminary and HSC
Board Developed Course

Course No: 15090

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

Course Description

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

The **Preliminary Course** content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

The **HSC Course** includes Australian Drama and Theatre and Studies in Drama and Theatre involving the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The **Group Performance** (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides an opportunity for each student to demonstrate his or her performance skills.

For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis **or** Design **or** Performance **or** Script-writing **or** Video Drama.

Main Topics Covered

Preliminary Course	HSC Course
Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles	Australian Drama and Theatre Studies in Drama and Theatre Group Performance Individual Project

Particular Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Assessment HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination (1 hour and 30 minutes plus 5 minutes reading time) consisting of: <i>Section I – Australian Drama and Theatre</i> One extended response question	20	Making	40
<i>Section II – Studies in Drama and Theatre</i> Candidates answer one extended response question	20	Performing	30
A Group Performance	30	Critically Studying	30
An Individual Project	30		
	100		100

Design and Technology

Course No: 15080

2 units for each Preliminary and HSC
Board Developed Course

Course Description

Students study design processes, design theory and factors in relation to design projects.

In the Preliminary course, students study designing and producing, which includes the completion of at least two design projects and a case study of an Australian designer.

In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, through the completion of a Major Design Project.

Main Topics Covered

Preliminary Course	HSC Course
Designing and producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.	Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing through producing a Major Design Project. The project folio addresses 3 key areas: project proposal and management, project development and realisation, and project evaluation.

Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of 2 design projects. In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.

Assessment HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Section I: The examination consists of: Written Paper. Part A – Multiple Choice Part B – Short answer questions Part C – extended response questions based on Innovation & Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.	40	Innovation and Emerging Technologies, including a compulsory case study of an innovation Designing and Producing (which may include aspects of the Major Design Project that are not assessed externally)	40 60
Section II: Major Design Project This will include submission of: (i) a folio documenting the project proposal and project management, project development and realisation and project evaluation. (ii) a product, system or environment.	60		
	100		100

Food Technology

Course No: 15180

2 units for each Preliminary and HSC
Board Developed Course

Course Description

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

Main Topics Covered

Preliminary Course	HSC Course
Food Availability and Selection (30%) Food Quality (40%) Nutrition (30%)	The Australian Food Industry (25%) Food Manufacture (25%) Food Product Development (25%) Options – Contemporary Food Issues in Nutrition (25%)

Particular Course Requirements

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

In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

Assessment

HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Section I – multiple-choice	20	Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues.	40
Section II – short structured items	50		
Section III – extended response	15	Knowledge and skills in designing, researching, analysing and evaluating. Skills in experimenting and preparing food by applying theoretical concepts.	30
Section IV – extended response	15		
	100		100

Health and Movement Science

Course Number: TBA

(Formerly Personal Development, Health and Physical Education)

2 units for each Preliminary and HSC
Board Developed Course

Course Description

The Year 11 and 12 course is structured to provide students with opportunities to develop and apply their knowledge, understanding and skills of health and movement concepts. Health and Movement Science draws on a multitude of fields and the application of scientific concepts to actively engage students in learning about the factors that influence health and movement.

The aim of Health and Movement Science is to develop in each student a capacity to think about and act critically in regard to key issues related to health and movement. This enables them to make informed decisions that contribute to healthy and active lifestyles for individuals and communities, and supports wellbeing.

The Health and Movement Science Course is shaped by the 5 propositions. Year 11 is organised into 2 focus areas: Health for Individuals and Communities; and The Body and Mind in Motion. Year 12 is organised into 2 focus areas: Health in an Australian and Global Context; and Training for Improved Performance. Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11. The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content. These skills capture the syllabus structure along with the propositions 'Focus on educative purpose, take a strengths-based approach, value movement, develop health based literacy and include a critical inquiry approach.'

Course Structure

Year 11	
Component 1 – 40 hours Focus Area 1 Health for Individuals and Communities	Component 2 – 40 hours Focus Areas 2 The Body and Mind in Motion
Component 3 – 20 hours Collaborative Investigation	
Component 4 – 20 hours Depth Studies (Minimum of 2)	

Year 12	
Component 1 – 45 hours Focus Area 1 Health in an Australian and Global Context	Component 2 – 45 hours Focus Area 2 Training for Improved Performance
Component 3 – 30 hours Depth Studies (Minimum of 2)	

Particular Course Requirements

Depth Studies – Year 12

Students are required to complete two Depth Studies in the Year 12 course:
The requirements include:

- A total of 30 hours of in-class time allocated in Health in an Australian and Global Context and/or Training for Improved Performance
- Knowledge and understanding, and skill outcomes, to be addressed in each depth study
- One depth study must be formally assessed as a school-based assessment task.

Assessment

HSC Course Only

External Assessment	Weighting	Internal Assessment – Example Only	Weighting
The examination will consist of written paper worth 100 marks. Time allowed: 3 hours Equal weighting will be given to each Focus Area Exam Structure Section I Objective Response Questions Section II Short Answer Responses Section III Extended Response Questions	 20% 56% 24%	Focus Area 1 Health in Australian and Global Context Focus Area 2 Training for Improved Performance Depth Study	35% 35% 30%

Community and Family Studies (CAFS)

Course No: 15060

2 units for each of Preliminary and HSC
Board Developed Course

Course Description

Community and Family Studies (CAFS) is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Main Topics Covered

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

Particular Course Requirements

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management. Students will also be required to look after an electronic baby over one weekend in Term 2 of the HSC course.

Assessment

HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination: Section I Part A – multiple choice Part B – 8 short answer Section II Three questions, one on each of the HSC option modules: Family and Societal Interactions Social Impact of Technology Individuals and Work Candidates attempt one question only	 20 55 25	Core Research Methodology Groups in Context Parenting and Caring Options Family and Societal Interactions Social Impact of Technology Individuals and Work	 85 15
	100		100

Software-Engineering

Course No: TBA

2 units for each Preliminary and HSC
Board Developed Course

Course Description

The study of *Software Engineering 11–12* enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.

Software Engineering promotes a deeper understanding of fundamental concepts, programming languages and innovative technologies, leading to greater flexibility when developing software solutions. Students perform project work and apply their knowledge and skills in: programming fundamentals, the object-oriented paradigm, programming mechatronics, secure software architecture, programming for the web and software automation, and use the acquired knowledge and skills to develop a software engineering project. Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

Main Topics Covered

Preliminary Course	HSC Course
<ul style="list-style-type: none">• Explore fundamental software development stages when designing Object Oriented software.• Research and evaluate the prevalence and use of online collaboration tools.• Apply computational thinking and algorithmic design by defining the key features of standard algorithms, including sequence, selection, iteration and identifying data that should be stored.• Investigate the use of number systems for computing purposes, including binary, decimal and hexadecimal.	<ul style="list-style-type: none">• Designing and developing functional software• Interpret and apply fundamental software development steps to develop secure code• Explore fundamental software security concepts and their impacts• Apply and describe the benefits of collaboration to develop safe and secure software

Assessment - HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Objective-response items <ul style="list-style-type: none"> Objective-response items may share stimulus with other objective-response items or short-answer items. Each item will be worth 1 to 4 marks. There will be 14 to 18 items in total. 	40	Knowledge and understanding of course content	50
Short-answer items <ul style="list-style-type: none"> Short-answer items may share stimulus with other short-answer items or objective-response items. At least three items will be worth 4 to 8 marks. There will be 16 to 18 items in total. 	60	Knowledge and skills in the design and development of software solutions	50
	100		100

Particular Course Requirements

Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course. There are software and course specifications.

Visual Arts

2 units for each Preliminary and HSC Board Developed Course

Course No: 15400

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

Course Description

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Main Topics Covered

Preliminary Course	HSC Course
<p>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, artworks, the world and audiences in the artworld; The different ways the visual arts may be interpreted and how students might develop their own informed points of view; How students may develop meaning and focus and interest in their work; Building understandings over time through various investigations and working in different forms. 	<p>Learning opportunities focus on:</p> <ul style="list-style-type: none"> How students may develop their practice in artmaking, art criticism, and art history; How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations; How students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations; How students may further develop meaning and focus in their work.

Particular Course Requirements

Preliminary Course	HSC Course
<p>Artworks in at least two expressive forms and use of a process diary.</p> <p>A broad investigation of ideas in art making, art criticism and art history.</p>	<p>Development of a body of work and use of a process diary.</p> <p>A minimum of five Case Studies (4–10 hours each).</p> <p>Deeper and more complex investigations in art making, art criticism and art history.</p>

Assessment

HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
<p>Written examination</p> <p><i>Section I</i></p> <p>Short-answer questions</p>	25	Art criticism and art history	50
<p><i>Section II</i></p> <p>Candidates answer one extended response question</p>	25		
Body of Work	50	Artmaking	50
	100		100

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations.

These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

VET CURRICULUM FRAMEWORKS

NESA has developed curriculum frameworks for twelve industry areas. Within each framework there are a number of courses. The frameworks are:

- Automotive (Vehicle body, Mechanical Technology)
- Business Services
- *Construction
- Electrotechnology
- Entertainment Industry
- Financial Services
- *Hospitality
- Human Services
- *Information Technology
- Primary Industries
- Retail
- Tourism, Travel and Events

***NOTE:** Three of these subjects – Hospitality, Information Technology and Construction – are offered at BCC and are taught by fully trained and nationally accredited teachers. The other subjects can be studied at **TAFE** or at nearby high schools as part of an HSC program at Belmont Christian College.

Courses in the VET Curriculum Frameworks can be studied as Preliminary and/or HSC subjects. 240-hour courses (2 years of study) in each framework will have a written examination which students can choose to undertake so that the result can be included in the calculation of the ATAR.

All students studying a Curriculum Framework VET subject must undertake 2 weeks of work placement to complete these courses successfully. This work placement will be organised and supervised by an organisation such as Career Links, a local community partnership between schools and industries in the Newcastle area. Failure to complete the required hours of work placement means the student will not complete the subject and it will not contribute to their HSC result.

OTHER HSC VET COURSES

***NOTE:** BCC will be offering two Board Endorsed VET Course Certificate 3 in Sports Coaching and Certificate 3 in Fitness which is taught by fully trained and nationally accredited teachers.

VET courses are also available in many other industry areas. These can be studied at local TAFE colleges as one of the HSC subjects while students are enrolled at Belmont Christian College. These subjects are called TVET (TAFE Vocational Education and Training) courses.

TVET courses are normally held on Monday, Tuesday or Wednesday afternoons from 2 pm until 6 pm and students are expected to attend every week for the full time. Students from the College have in recent years studied TVET subjects at TAFE NSW campuses at Belmont, Glendale, Newcastle (Tighes Hill), Hamilton and Hunter St. Details of where TVET courses will be held and on which days of the week will be available from the Careers Adviser.

Students and their families are required to arrange transport from Belmont Christian College to the TAFE campus and home afterwards. School bus passes are not valid for this travel.

TVET courses require an additional application form with sections to be completed by the student, their parent and the school authorities. These applications are due in early September each year.

VET COURSES AT AFFILIATED SCHOOLS

Our students are also offered the opportunity to study some VET subjects at affiliated independent schools. These subjects will normally be offered at a much cheaper cost than the same subjects at TAFE colleges.

All VET courses offered at affiliated schools may run from approximately 1 pm till 5 pm one day per week. Students taking these courses must attend lessons every week and make their own transport arrangements to and from the appropriate school.

The following subjects have been previously offered (subject to sufficient students from affiliated schools applying to take the subjects). Enrolment fees do apply but this amount will be deducted from the course costs if the student continues in the subject.

St Philips Christian College, Waratah	Entertainment Industry Screen and Media Business Fitness Early Childhood Education and Care
Hunter Christian School, Mayfield	Electrotechnology Engineering Sport and Recreation
Charlton Christian College	Entertainment Industry (compressed delivery)
Hunter Design School	Design Fundamentals (graphic or Interior)

Applications for these courses normally close in August. Applications for VET subjects at affiliated schools require an additional application form which can be obtained from the Careers Adviser. All applications must be submitted through the College and must be accompanied with the application fee to Belmont Christian College. Details of the amounts involved will be notified to individual families when student enquiries are received.

TVET COURSES PROPOSED FOR 2025 AT TAFE NSW

Applications for all these courses require an additional application form which can be obtained from the Careers Adviser and close in early September. Details of the courses will be available in the TVET Course Guide on the TAFE website at: <https://www.tafensw.edu.au/study/pathways/tafe-at-school>

All TVET courses are offered subject to sufficient student application being received to form a viable class. Viability of classes will be confirmed in November.

All applications for TVET subjects must be submitted through the College. TVET fees must be paid in full before students commence the course. The full list of TVET subjects that TAFE Northern will offer will be on the TAFE website when they are released. These are subjects that have been offered in previous years:

Curriculum Framework Courses at TAFE

Automotive (Mechanical or Vehicle Body)
Business Services
Construction
Electrotechnology
Entertainment Industry
Financial Services

Hospitality
Human Services
Information and Digital Technology
Primary Industries
Retail Services
Tourism, Travel & Events

Board Endorsed Courses at TAFE

Aboriginal Languages
Animal Care
Auslan
Aviation and Aeroskills
Baking
Beauty Services
Community Services
Dance, Theatre and Events
Design Fundamentals
Early Childhood Education and Care
Engineering and Manufacturing
Fashion Design
Fitness
Floristry
Laboratory Skills

Maritime Operations
Music Industry
Plumbing Introduction
Real Estate Practice and Property
Retail
Salon Assisting - Hairdressing
Screen and Media
Shearing and Wool Handling
Signs and Graphics
Skills for Work and Vocational Pathways
Sport & Recreation
Supply Chain Operations
Visual Arts
Warehousing Operations
Workplace Skills

VET COURSE FEES

All VET courses incur course fees. Course fees vary from course to course and must be paid **before the student commences the course each year**. Estimates of costs for courses will be notified to students and parents during Term 4. Tuition fees for some courses can amount to several hundred dollars per term.

Students who voluntarily withdraw after the billable date, or who do not complete a course due to lack of effort or misbehaviour will be liable for the whole course cost.

Parents/Carers Note:

The College Board Policy requires any students applying for VET subjects at an external provider to have their tuition fees with BCC paid up to date at the time of application. Acceptance of an application from a student for any such course will depend on this criteria being met.

COURSE FEES AT BCC

Belmont Christian College will invoice one Global fee once for the year, which is all-inclusive of tuition and elective fees, sport, camps and excursions, **but does not include IT Device requirements, or any external electives for Senior School (ie. TVET, VET AND Distance Ed). These fees are invoiced separately.**

Hospitality

(240 indicative hours)

A total of 4 units of credit – Preliminary and/or HSC
Board Developed Course
Dual Accreditation

Course No: 26521

Fees: \$50 for uniform

AIS RTO - 90413



RTO
Registered Training Organisation
RTO No. 90413

Course Description

This course is for students who wish to gain knowledge and skills to enable the individual to be competent in a range of activities and functions in a defined context in a hospitality setting.

It is based on units of competency which have been developed by the hospitality industry to describe the skills, knowledge and attitudes required by workers in this industry. In addition to the four mandatory units of competency, students will also specialise in one of three streams:

- accommodation services
- commercial cookery
- food and beverage

plus undertake elective units of competency to a value of between 65 and 95 HSC indicative hours depending upon the stream studied.

Main Topics Covered

SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety
SITHFAB024	Prepare and serve non-alcoholic beverages
SITXINV006	Receive, store and maintain stock
SITHFAB025	Prepare and serve espresso coffee
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITHFAB027	Serve food and beverage
BSBTWK201	Work effectively with others
SITXFSA006	Participate in safe food handling practices
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITHFAB021	Provide responsible service of alcohol

Particular Course Requirements

Students must complete a minimum of 70 hours of mandatory work placement.

Students must complete a minimum of 12 service periods to complete the Holistic Unit of Study.

Assessment

Competency-based Assessment

This is a competency-based course ie students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off and recorded by the assessor.

Competency-based assessment determines the vocational qualification that a student will receive.

External Assessment (optional HSC examination)

The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items.

The questions will be based on the examinable units of competency and the units from the stream studied and *HSC Requirements and Advice* detailed in the syllabus.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Qualifications

Depending on selection and achievement of units of competency, the possible qualification outcomes are:

Certificate II in Hospitality (SIT20322)

Or

Statement of Attainment towards Certificate II in Hospitality (SIT20322)

Information and Digital Technology

(240 indicative hours)
A total of 4 units of credit – Preliminary and/or HSC
Board Developed Course

Course No: 27311

AIS RTO - 90413



RTO
Registered Training Organisation
RTO No. 90413

Course Description

This course is for students who wish to develop knowledge and skills to enable them to be an effective ICT user and/or employee. This course comprises 12 units of competency.

Main Topics Covered

The units of competency cover a range of underpinning skills required to work effectively in an environment where information and communications technology is used including:

Core Units: (155 Hours)	Electives: (95 Hours)
<ul style="list-style-type: none">Assist with managing workplace safety (BSBWHS311)Develop and extend critical and creative thinking skills (BSBCRT301)Securely manage personally identifiable information and workplace information (BSBXCS303)Work in a team (BSBXTW301)Identify IP, ethics and privacy policies in ICT environments (ICTICT313)Apply introductory programming techniques (ICTPRG302)Provide ICT advice to clients (ICTSAS305)	<ul style="list-style-type: none">Build simple web pages (ICTWEB304)Produce digital images for the web (ICTWEB305)Develop a web presence using social media (ICTWEB306)Run standard diagnostic tests (ICTSAS308)Create ICT user documentation (ICTICT309)

Particular Course Requirements

Students must complete a minimum of 70 hours work placement.

Assessment

Competency-based Assessment

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off and recorded by the assessor. Competency-based assessment determines the vocational qualification that a student will receive.

External Assessment (optional HSC examination)

The Higher School Certificate examination for Information Technology (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items.

The questions will be based on the examinable units of competency and *HSC Requirements and Advice* detailed in the syllabus.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Qualifications

Depending on the achievement of units of competency, the possible qualification outcomes are:

Certificate III in **Information Technology** (ICT30120)

Or

Statement of Attainment towards Certificate III in **Information Technology** (ICT30120)

Construction Pathways

CPC20220 Certificate II in Construction Pathways plus SOA towards CPC20120 Certificate II in Construction

Course No: 26211
Fees: \$50 White Card
Plus cost of uniform



(240 indicative hours)
A total of 4 units of credit – Preliminary and/or HSC
Board Developed Course

AIS RTO - 90413

Course Description

The Construction course provides students with the opportunity to gain a range of skills suitable for employment in the Construction Industry and to provide pathways for further study

Main Topics Covered

The units of competency have been developed by the Construction industry to describe the competencies, skills and knowledge required by workers in the industry. These competencies include:

- Prepare to work safely in the construction industry (White Card through external RTO)
- Use carpentry tools and equipment
- Carry out concreting to simple forms
- Use Bricklaying and Blocklaying tools and equipment
- Handle and prepare bricklaying and blocklaying materials
- Undertake basic installation of wall tiles
- Apply WHS requirements, policies and processes on the construction industry
- Work effectively and sustainably in the construction industry
- Plan and organise work
- Conduct workplace communication
- Carry out measurements and calculations
- Undertake a basic construction project
- Read and interpret plans and specifications
- Use Construction tools and equipment

Particular Course Requirements

Students must complete a minimum of 70 hours work placement over Years 11 and 12. Students must purchase a construction uniform and steel capped boots.

Assessment

Competency-based Assessment

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off and recorded by the assessor.

Competency-based assessment determines the vocational qualification that a student will receive.

External Assessment (optional HSC examination)

The Higher School Certificate examination for Construction (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items.

The questions will be based on the examinable units of competency and *HSC Requirements and Advice* detailed in the syllabus.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Qualifications

Depending on the selection and achievement of units of competency, the possible qualification outcomes are:

CPC20220 Certificate II in Construction Pathways plus SOA CPC20120 Certificate II in Construction

Or

Statement of Attainment towards CPC20220 Certificate II in Construction Pathways

Sports Coaching

SIS30521

240 indicative hours
A total of 2 units of credit – Preliminary and/or HSC
Board Developed Course

Course No: 50418
Fees: \$50 for uniform



RTO
Registered Training Organisation
RTO No. 90413

AIS RTO - 90413

Course Description

This course is for students who wish to gain knowledge and skills to enable the individual to be competent in a range of activities and functions in a defined context in a sports coaching setting.

This qualification reflects the role of individuals who apply the skills and knowledge to coach participants up to an intermediate level in a specific sport. conduct pre-planned coaching sessions with foundation level participants in a specific sport.

This qualification provides a pathway to work in community coaching roles, working or volunteering at community-based sport clubs and organisations in the Australian sport industry. Individuals with this qualification possess a range of well-developed skills where discretion and judgement are required. They are responsible for their own outputs

Main Topics Covered

Compulsory units of competency include

- Applying business risk management processes
- Participate in workplace health and safety
- Working in a community coaching role
- Meet participant caching needs
- Continuously improving coaching skills and knowledge
- Provide first aid

Elective units are limited to and will include

- Coaching sport participants up to an intermediate level
- Instruct strength and conditioning techniques
- Conduct a sport, fitness or recreation event
- Continuously improve officiating skills and knowledge

Particular Course Requirements

Students must complete service periods and a minimum of 35 hours of mandatory work placement.

This can be completed in the school setting coaching a school team or it may be completed coaching in the community setting.

Assessment

Competency-based Assessment

This is a competency-based course ie students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off and recorded by the assessor.

Competency-based assessment determines the vocational qualification that a student will receive.

Qualifications

Depending on selection and achievement of units of competency, the possible qualification outcomes are:

SIS30521 - Certificate III in Sport Coaching

Or

Statement of Attainment towards SIS30521 - Certificate III in Sport Coaching

Fitness SIS30321

240 indicative hours
A total of 2 units of credit – Year 11 and Year 12
Board Developed Course

Course No: 41804 & 42808

Fee - \$50 for uniform



RTO
Registered Training Organisation
RTO No. 90413

AIS RTO - 9013

Course Description

This course is designed for students who want to understand the role of group and gym fitness instructors. Individuals will gain skills and knowledge to plan and deliver group exercise sessions, personalised instruction, use discretion and judgement to solve routine issues and provide on-going client monitoring, under supervision.

This course provides a pathway to become a: Fitness instructor in a fitness facility, gym, leisure and community centre. The course involves developing the entry level skills and knowledge required of an exercise professional. This learning involves practical experience as a 'Gym Instructor' and 'Activity Assistant' and will take place in a range of settings, including the classroom, outdoors and the fitness facilities at the school and in the community. Students will work alongside a qualified Fitness Trainer (teacher) and other fitness/sport trainers to deliver community-based fitness and recreation activities and programs to clients.

Main Topics Covered

Compulsory units of competency:

- Participate in workplace health and safety
- Provide first aid
- Complete pre-screening and service orientation
- Develop and instruct gym-based exercise programs for individual clients
- Organise personal work priorities
- Provide healthy eating information
- Instruct group exercise sessions
- Plan group exercise sessions
- Complete client fitness assessments
- Use anatomy and physiology knowledge to support safe and effective exercise

Elective units include but are not limited to, as to complete the Certificate III a specialisation study is required:

- Instruct strength and conditioning techniques
- Facilitate inclusion for people with a disability
- Maintain sport, fitness and recreation facilities

Particular Course Requirements - Options

Course Option 1 - 41804 - Fitness (240 indicative hours)

- Pattern of study: 2 units x 2 years - Year 11 (Preliminary) and Year 12 (HSC).
- The possible qualification outcome is a Statement of Attainment towards SIS30321 Certificate III in Fitness.
- Accredited for a total of 2 units at the Preliminary and/or HSC level
- attempt core and/or elective units of competency to a minimum of 240 HSC indicative hours –
- Complete a minimum of 35 hours of mandatory work placement.
- This option is completed at school apart from the work placement

Course Option 2 - 41804 and 41808 - Fitness (300 indicative hours)

- Pattern of study: 2 units x 2 years (41804) and 1 unit x 1 year completed in the HSC year (41808)
- The possible qualification outcome is SIS30321 Certificate III in Fitness
- Accredited for a total of 2 units at the Preliminary and/ 3 unit HSC level
- attempt all core units of competency (totalling 245 HSC indicative hours) and elective units of competency to a minimum of 55 HSC indicative hours and to meet qualification packaging rules
- complete a minimum of 70 hours of mandatory work placement

- This option is completed at school and mandatory work placement requirements are met through the on-the-job training component working voluntarily at gym or community fitness setting during the HSC year most likely during Sport Plus time or during out of school hours depending on personal arrangements.
- Under certain circumstances, students' part time work may be used to fulfill work placement requirements.

Assessment

Competency-based Assessment

This is a competency-based course ie students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off and recorded by the assessor.

Competency-based assessment determines the vocational qualification that a student will receive.
Qualifications

Qualifications

The possible qualification outcome is:

Statement of Attainment towards SIS30321 Certificate III in Fitness

Or

SIS30321 Certificate III in Fitness