

Masada  
College



# Masada College Senior School

## Year 11 2024 Subject Information Booklet



## Year 11, 2024

### Timeline for Subject Selection Process Term 2

Week 4	Thursday 18th May from 4pm-6pm: Subject Expo. Students will receive their Subject Selection booklets at this event. These will also be uploaded to our school website.
Week 6	Wednesday 31st May: Subject selection presentations to students in Year 8, 9 & 10. Year 8 & 9 in period 2. Year 10 in Period 3-4.
Week 7	Friday 9th June: Deadline for students to submit their Edval elective forms by this date via electronic submission.
Week 8	Draft subject lines will be created and sent to students to select their subjects via a Jot Form
Week 9	Monday 19th June: Deadline for students to submit their final choices. Subject choices finalised for all students.

The Subject Information Booklet contains advice on course selection and specific information relating to courses.

You should read the advice and information carefully, then after considering your priorities, plan your proposed course of study. Do not make a decision until you have sought and obtained all the information you need.

## Record of School Achievement (RoSA)

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

The RoSA indicates completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

Schools are responsible for awarding each student studying and completing a Stage 6 Preliminary course a grade (A, B, C, D or E) to represent the student's achievement (except Life Skills courses and VET). The grade awarded is reported on the student's RoSA.

## The Common Grade Scale

Teachers use the Common Grade Scale for Preliminary Courses to determine grades for all Board Developed and Board Endorsed Courses. Grade descriptions are derived from the knowledge, skills and understanding which are developed in Stage 6 syllabuses and provide a general description of typical performance at each grade level from A to E.

## The Higher School Certificate

The Higher School Certificate is awarded to:

Students who have completed the Preliminary and HSC courses in Years 11 and 12 and who have sat for examinations in the required number of subject units and have satisfactorily completed coursework and assessment tasks in all subjects.

Students may complete the HSC by accumulating courses over a period up to 5 years, studying fewer subjects each year to enable them to combine study with employment, sports training, less pressure, etc. Preliminary and HSC courses may be repeated to improve marks.

When the HSC is awarded, three components are reported separately:

1. The final examination mark. This reflects a student's level of achievement in the examination.
2. The school's assessment of student achievement in a course.
3. The final HSC mark for each course

## Subject Choice at Masada College

The range of subjects offered by the College is set out in this document. In making choices, students and parents must bear in mind the importance of choosing as carefully as possible, because changes to courses will impede the progress of the student and of other members of the class.

It must be understood clearly that while the school intends to cooperate as fully as possible on the choice of subjects and levels of study, it is constrained by a number of guidelines, either physical, financial and ideological. **Therefore, the school reserves the right to determine which courses will be offered.** However, it does remain our intention to be as flexible as is reasonably possible.

## The Senior Curriculum

The HSC provides courses that reflect the differences in students' interests and their levels of ability.

The curriculum is organised on the basis of units of study, each unit involving 60 hours of school study time over each of Years 11 and 12. Courses are named according to their unit value, e.g. Economics 2 Unit.

Each course is divided into Year 11 Preliminary course - 100% internally assessed and Year 12 HSC course - 50% internally assessed and 50% HSC examination/major work.

The HSC examination is based on the Year 12 HSC component only. The Preliminary course is a prerequisite for the HSC course.

It is the aim of Masada College to encourage students to follow a broad, general course of studies. This consists of a minimum of 12 Units in Year 11. Students in Year 12 are permitted a greater degree of specialisation, with a NESA prescribed minimum of 10 units. However, a **mandatory** requirement from the Board of Studies is that all students in both Years 11 and 12 do at least **2 Units of English**.

All Year 11 students will study English. Appropriate levels of English for each student are recommended by the teachers of English. In addition, selected students in the Advanced course are able to undertake extension work in English. **In Year 12, 2 Units of English is a compulsory component of the HSC and ATAR.**

Study of Mathematics is not compulsory in Years 11 and 12. Teachers recommend placement in Mathematics or Standard Mathematics classes towards the end of Year 10.

## Summary of Masada College Requirements

The following rules apply to all seniors students:

- (a) Students will not be able to alter their study program unless there are extenuating circumstances and then a change of program will only occur after special consideration and discussion with the Head of Curriculum and relevant teachers.
- (b) The Year 11 Preliminary course is a time for testing one's ability to work under the academic demands of senior courses. Entry into Year 12 is **NOT** automatic but is subject to the approval of the Principal. Students must have a satisfactory record of attendance and application.
- (c) Acceptance into a course at any level depends upon the school. If it is inappropriate for a student to undertake a course, the school reserves the right to deny the choice.



## MASADA COLLEGE LIST OF SUBJECTS OFFERED

<b>SUBJECTS – COMPULSORY</b>	
English (Standard)	2 Unit
English (Advanced)	2 Unit
English (EAL/D)	2 Unit
<b>SUBJECTS</b>	
Biology	2 Unit
Business Studies	2 Unit
Chemistry	2 Unit
Chinese and Literature	2 Unit
Classical Hebrew Continuers	2 Unit
Design & Technology	2 Unit
Drama	2 Unit
Economics	2 Unit
English (Preliminary Extension)	1 Unit
English (HSC Extension 1)	1 Unit
English (HSC Extension 2)	1 Unit
Food Technology	2 Unit
Geography	2 Unit
Hospitality (Food & Beverage)	2 Unit Category B Curriculum Framework A
Mathematics Standard	2 Unit
Mathematics Advanced	2 Unit
Mathematics Extension	1 Unit
Modern Hebrew Continuers	2 Unit
Modern History	2 Unit
Music 1	2 Unit
Music 2	2 Unit
Health & Movement Science	2 Unit
Physics	2 Unit
Society & Culture	2 Unit
Visual Arts	2 Unit

There is the opportunity to study some subjects through outside providers such as TAFE, Sydney Distance Education High School and New South Wales School of Languages. **These courses are at an additional cost.** More details can be found on their respective websites.

**N.B. It may be that not all subjects are offered in any one year.**



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Modern History	28
Music 1	29
Music 2	30
Health & Movement Science	31
Physics	32
Society & Culture	33
Visual Arts	34

**Course:** **Biology** (2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.)

**Exclusions:** Students can study a maximum of 6 units of Science in Year 11 and 7 units in Year 12.

### **Course Description:**

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

### **Course Content:**

#### **Year 11**

Module 1: Cells as the Basis of Life

Module 2: Organisation of Living Things

Module 3: Biological Diversity

Module 4: Ecosystem Dynamics

#### **Year 12**

Module 5: Heredity

Module 6: Genetic Change

Module 7: Infectious Disease

Module 8: Non-infectious Disease and Disorders

### **Course Requirements:**

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

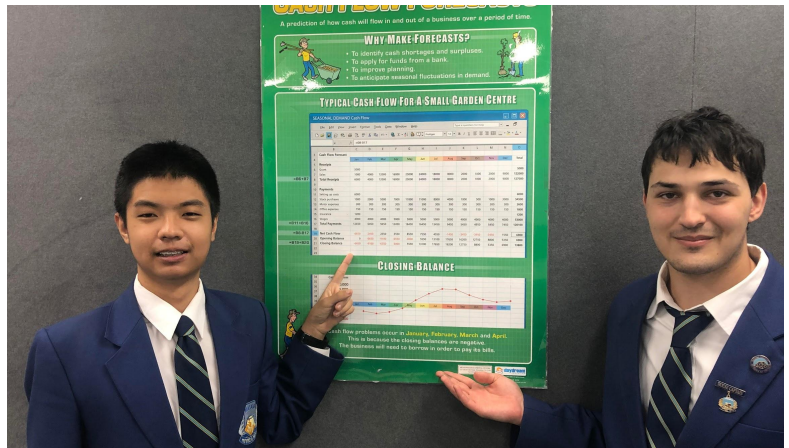
**Course:** **Business Studies** (2 units of each Preliminary and HSC course. Board Developed Course.)

**Exclusions:** Nil

### Course Description:

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.



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### Course Content:

#### Preliminary Course:

Nature of Business – the role and nature of business

Business Management – the nature and responsibilities of management

Business Planning – establishing and planning a small to medium enterprise

#### HSC Course:

Operations – strategies for effective operations management

Marketing – development and implementation of successful marketing strategies

Finance – financial information in the planning and management of business

Human Resources – human resource management and business performance

**Course:** **Chemistry** (2 units for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.)

**Exclusions:** Students can study a maximum of 6 units of Science in Year 11 and 7 units in Year 12.

### Course Description:

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends, of and between, classes of chemicals.

### Course Content:

#### Preliminary Course

Module 1: Properties and Structure of Matter

Module 2: Introduction to Quantitative Chemistry

Module 3: Reactive Chemistry

Module 4: Drivers of Reactions

#### HSC Course

Module 5: Equilibrium and Acid Reactions

Module 6: Acid/base Reactions

Module 7: Organic Chemistry

Module 8: Applying Chemical Ideas



### Course Requirements:

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

**Course:** **Chinese & Literature** (2 units each of Preliminary and HSC Board Developed Course.)

**Exclusions:** Students have a cultural and linguistic background in the language.

**Course Description:**

Chinese & Literature course is for students who can use Chinese (Mandarin) at a native or near native proficiency. The course has four main learning traits: Social



Concepts and Knowledge; Language Skills and Conventions; Critical thinking; and Literature Analysis. It is designed for native language speakers to communicate in Chinese most effectively and critically. It also allows Chinese students to appreciate their cultural background and their identity. The course will engage contemporary social content and issues in an analytical manner where students critically engage texts.

**Course Content: Preliminary Course (Year 11)**

Cultural Concepts & Knowledge	Language Skills & Conventions
Self-identity & belonging	Literary features & techniques
Family & marriage concepts	Persuasive writing skills
Youth culture & society	Evaluative writing skills
Chinese community in overseas context	Textual Analysis
Individual & Society	Public Speaking & presentation
Global Issues & challenges	Language & Culture

**Course Content: HSC Course (Year 12)** Similar to the study structure listed out compared to Year 11, students in Year 12 will focus on the detailed study of the prescribed literature texts and making critical textual analysis using skills they have acquired in year 11 study. Students will also need to complete a series of prescribed tasks (assessment) which will contribute to their internal assessment as part of HSC final mark.

**Course Requirements:**

**Preliminary Course (Year 11)**

- 120 indicative hours are required to complete the course.
- Successfully complete a set of tasks to demonstrate all outcomes have been met before entering HSC study.
- 4-6 prescribed fiction & nonfiction texts guided self-study in preparation for HSC course.
- 100 cumulative hours of reading on classic and modern Chinese literature.

**HSC Course (Year 12)**

- 120 indicative hours are required to complete the course.
- Successfully complete a set of tasks to demonstrate all outcomes have been met before entering HSC study.
- 7 prescribed fiction & non-fiction texts guided self-study in preparation for HSC course.

**Course:** **Classical Hebrew Continuers** (2 units each of Preliminary and HSC Board Developed Course.)

**Prerequisites:** 200-300 hours study of the language, or equivalent

### **Course Description:**

Classical Hebrew has been the language of Jewish religious literature from earliest writings to the modern day.

The Classical Hebrew Continuers Syllabus is designed for students who, typically, will have studied Classical Hebrew for 400-500 hours at the completion of Year 12.

### **Course Content:**

**Preliminary Course** is structured to provide students with opportunities to read original Classical Hebrew texts or texts in translation and to develop the skills needed to study the prescribed texts for the HSC course.

**HSC Course** is structured to provide students with opportunities to analyse prescribed Classical Hebrew texts or texts in translation and to develop skills needed to understand unseen texts in the original.

### **Course Requirements:**

**Preliminary Course** 120 indicative hours are required to complete the course.

**HSC Course** The Preliminary course is a prerequisite; 120 indicative hours are required to complete the course; texts and a number of themes are prescribed for study.



#### **Prescribed Texts – Prose**

All parts of the Hebrew Bible, which are in prose and not in Aramaic, are to be studied with a prescribed commentary, where applicable. Each year this will include selections from: *Torah, Nevi'im and Ketuvim*.

#### **Prescribed Texts – Mishna**

The following texts will be studied with the prescribed commentary. Each year this will include selections from: *Zera'im, Mo'ed and Neziqin*.

#### **Unseen Tanakh Texts**

Unseen texts will be studied for comprehension.

They will be drawn from any part of the narrative texts of the former prophets.

The Aramaic sections of the Bible will be excluded.

Selected passages should be read for the plain sense of the text.



**Course:** **Design & Technology** (2 units each of Preliminary and HSC Board Developed Course.)

**Exclusions:** Nil

**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.

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 which includes the completion of a Major Design Project.



**Course Content:**

**Preliminary 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.

**HSC Course**

Innovation and Emerging Technologies including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a 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. In the HSC course, the comprehensive study 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.



**Course:** **Drama** (2 units each of Preliminary and HSC Board Developed Course.)

**Exclusions:** Nil



### **Course Description:**

In drama at Masada we create a unique learning environment for students to fully develop and extend their artistic capabilities. Students' creativity is sparked, explored, nurtured and profiled in our inquiry-based, practical workshops and rehearsals. Students are expected to be brave, bold and simply brilliant with their ideas.

Through the experiences in the course students are able to understand the ways in which performance has the power to not only entertain, empower and enlighten but to pose and answer important questions we have about the past, present and future in the rich tapestry of our world. The course focuses on the students as authentic artists and will give the students rich opportunities to extend their skill set as they are required to be curious and creative in this highly collaborative environment.

### **Course Content: Preliminary Course**

Students engage with the HSC course components through both theoretical and practical experiences. Preliminary and HSC course content comprises interaction between the theoretical exploration of play texts, theatre traditions, performance styles and theatre companies and the practical application and exploration.

### **HSC Course**

The HSC course comprises 4 components: Australian Drama and Theatre, Studies in Drama and Theatre, Group Performance & Individual Project.

**Australian Drama and Theatre, and Studies in Drama and Theatre** - These two components involve theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas. Students complete a written examination to exemplify their exploration for these two assessment components.

**Group Performance** - Students create a piece of original theatre (8–12 minutes duration).

**Individual Project** - Students demonstrate their expertise in a particular area. They choose one project from: Performance, Script writing, Video drama, Design, Set Design, Costume Design, Lighting Design, Promotion and Poster Design, Critical Analysis, Director's Folio, Portfolio of Theatre Criticism, Applied Research Project.

**Course:** **Economics** (2 units each of Preliminary and HSC Board Developed Course.)

**Exclusions:** Nil

**Course Description:**

Economics provides students with the framework to analyse how people and societies (economies) behave when making choices about spending and saving. It investigates issues including why unemployment or inflation rates change and how these changes will impact on society. Economics develops students' knowledge and understanding of the operation of the global and Australian economies. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.



**Course Content:**

**Preliminary Course**

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

**HSC Course**

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



**Course:** **English Standard** (2 units each of Preliminary and HSC Board Developed Course.)

**Exclusions:** English Advanced; English as a Additional Language or Dialect; English Extension

### Course Description:

In the **Preliminary English Standard** course students explore the ways events, experiences, ideas and processes are represented in and through texts.

In the **HSC English Standard course** students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.



### Course Content:

#### Preliminary Course

The course has three sections:

- Common Module- Reading to Write: Transition to Senior English. Students explore texts and develop skills in responding and composing texts.
- Module A: Contemporary Possibilities
- Module B: Close Study of Literature

#### HSC Course

The course has four sections:

- Common Module- Texts and Human Experiences

- Module A: Language, Identity and Culture
- Module B: Close Study of Literature
- Module C: The Craft of Writing

Modules emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

### Particular course requirements:

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

- Study Australian and other texts
- Explore a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts.
- Undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- Integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- Engage in the integrated study of language and text.

The **HSC English (Standard) Course** requires:

- The close study of at least **three** types of prescribed texts: prose fiction; drama or poetry; non-fiction or film or media.
- A wide range of additional related texts and textual forms.

**Course:** **English Advanced** (2 units each of Preliminary and HSC Board Developed Course.)

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

### **Course Description:**

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

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

### **Course Content:**

#### **Preliminary Course:**

The course has three sections:

- Common Module- Reading to Write: Transition to Senior English . Students explore texts and develop skills in responding and composing texts.
- Module A: Narratives that Shape our World
- Module B: Critical Study of Literature

#### **HSC Course**

The course has four sections:

- Common Module - Texts and Human Experiences
- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: The Craft of Writing
- Modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued.

#### **Particular course requirements - Preliminary English (Advanced) Course** requires:

- Study texts which are widely regarded as quality literature including texts which draw upon a range of cultural, social and gender perspectives
- Explore a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts.
- Undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- Integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- Engage in the integrated study of language and text.

#### **Particular course requirements - HSC English (Advanced) Course** requires:

- The close study of at least **four** types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama **or** poetry. The remaining text may be film, media or nonfiction text **or** may be selected from one of the categories above.
- A wide range of additional related texts and textual forms.

**Course: Preliminary English Extension | HSC English Extension 1 | HSC English Extension 2**  
(1 unit of each Preliminary and HSC Board Developed Course.)

**Prerequisites/Corequisites:**

- a) English (Advanced) course
- b) Preliminary English Extension Course is prerequisite for HSC Extension 1
- c) Extension 1 is a corequisite of English (Advanced)
- d) Extension 1 is prerequisite for Extension 2.

**Course Description:**

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

**Course Content:**

**Preliminary Extension Course**

The course has one mandatory section: Texts, Culture and Value. Students also complete a related research project.

**HSC Extension Course 1**

The course has two sections:

Common Module: Literary Worlds and an elective chosen from Literary Homelands; Worlds of Upheaval; Reimagined Worlds; Literary Mindscapes; Intersecting Worlds.

**HSC Extension Course 2**

The course requires students to complete a Major Work.

**Particular Course Requirements:**

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

**The HSC English (Extension) 1** course requires the study of prescribed texts. The study of at least **THREE** texts must be selected from a prescribed text list for the module study including at least **TWO** extended print texts. Students are required to study at least **TWO** related texts.

**The HSC English (Extension) 2** course requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.

**Course:** **English as an Additional Language or Dialect (EAL/D)** (2 units each of Preliminary and HSC Board Developed Course.)

**Exclusions:** English Advanced, Fundamentals of English; English Standard

The English EAL/D course may be accessed by any student who has been educated overseas or in an Australian educational institution using English as the language of instruction for five years or less prior to the beginning of the Preliminary year of study.

### **Course Description:**

In the **Preliminary English EAL/D** course students read, write, view, speak and listen to a wide variety of texts in order to enhance their acquisition of the English language.

In the **HSC English EAL/D** course students develop and refine their understanding of English in all modes and study a variety of different texts.

### **Course Content:**

#### **Preliminary Course:**

The course has three compulsory sections:

Module A: Language and Texts in Context

Module B: Close Study of Text

Module C: Texts and Society

Optional Teacher Developed Module

#### **HSC Course:**

The Course has four sections:

Module A: Texts and Human Experiences

Module B: Language, Identity and Culture

Module C: Close Study of Text

Focus on Writing (studied concurrently with the above modules).

#### **Particular Course Requirements:**

- Study Australian and other texts
- Explore a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts.
- Undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- Integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- Engage in the integrated study of language and text.



**Course:** **Food Technology** (2 units each of Preliminary and HSC Board Developed Course.)

**Exclusions:** Nil

**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.



**Course Content:**

**Preliminary Course**

- Food Availability and Selection
- Food Quality
- Nutrition

**HSC Course**

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

**Particular course requirements:**

- There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.
- In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Nutrition Issues.
- It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the 'learning to' section of each strand.

**Course:** **Geography** (2 units each of Preliminary and HSC Board Developed Course.)

**Exclusions:** Nil

**Course Description:**

The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.



The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

**Course Content:**

**Preliminary Course**

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

The course comprises 4 focus areas and students are required to study all four. These include:

- Earth's natural systems
- People, patterns and processes
- Human–environment interactions
- Geographical Investigation

Geographical inquiry skills and tools: The geographical inquiry skills and tools content is to be integrated throughout the course. The focus areas and studies provide the contexts for developing and applying inquiry skills and tools. Students are to develop an understanding of the purpose and value of particular tools and how they can be used; ie their real-world applications.

Fieldwork: Twelve hours of fieldwork are mandatory for the Year 11 course. Fieldwork may be integrated within one or more of the following focus areas – Earth's natural systems; People, patterns and processes; Human–environment interactions, as appropriate.

## HSC Course

The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.

The course comprises 3 focus areas and students are required to study all three. These include:

- Global sustainability
- Rural and urban places
- Ecosystems and global biodiversity

Geographical inquiry skills and tools: The geographical inquiry skills and tools content is to be integrated throughout the course. The focus areas and studies provide the contexts for developing and applying inquiry skills and tools. Students are to develop an understanding of the purpose and value of particular tools and how they can be used; ie their real-world applications.

Fieldwork: Twelve hours of fieldwork are mandatory for the Year 12 course. Fieldwork may be integrated within an individual focus area or across focus areas as appropriate.

**Course:** AISNSW RTO No. 90413 SIT 20323 - Certificate II in Hospitality (2 units each of Preliminary and HSC Board Developed Course.)

**Prerequisites:** Nil

**Exclusions:** Hospitality Certificate I (120 hours)

### **Course Description:**

This course is for students who wish to work in the hospitality industry, either as a long term career or in part time or temporary hospitality positions.

The course is based on units of competency which have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

This course incorporates eight core units plus a range of units from various functional areas. At Masada College we focus on Food and Beverage for its post-school employment opportunities.

### **Course Content:**

The Core Units of the course concentrates on students developing skills to work effectively in a hospitality environment. This includes hospitality industry awareness, communication with customers and staff, working safely and hygienically and operating equipment.

The following units of work make up the Core Competencies:

- SITXWHS005 – Participate in Safe Work Practices
- SITXCCS011 - Interact with Customers
- SITXCOM007 - Show Social and Cultural Sensitivity
- BSBTWK201 – Work Effectively with Others
- SITHIND006 – Source and Use Information on the Hospitality Industry
- SITHIND007 – Use Hospitality Skills Effectively

The following units of work make up the Food and Beverage stream and electives:

- SITXFSA005 - Use Hygiene Practices for Food Safety
- SITHFAB024 – Prepare and Serve Non Alcoholic Beverages
- SITXINV006 - Receive, Store and Maintain Stock
- SITHFAB205 – Prepare and Serve Espresso Coffee
- SITHFAB027 – Serve Food and Beverage
- SITXFSA006 - Participate in Safe Food Handling Practices

### **Particular Course Requirements:**

Work placement: students must complete a minimum of 70 hours work placement in an appropriate work environment.

### **Assessment:**

#### **Competency Assessment**

This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in 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. There is no mark awarded in competency based assessments. 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 by the assessor. Competency based assessment determines the vocational qualification that a student will receive.

### **External Assessment – HSC Examination**

The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from Units of Competency and HSC Requirements and Advice shown 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 AQF qualifications.

### **Qualifications:**

- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Hospitality (240 hours) will be eligible for the AQF Certificate II in Hospitality 20213.
- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Hospitality (120 hours) will be eligible for the AQF Certificate I in Hospitality (SIT20316).
- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.





# RTO

Registered Training Organisation  
RTO No: 90413

## SIT20322 Certificate II in Hospitality 2024-2025

Units of Competency to be Delivered				
<i>(Approved by the AIS NSW RTO)</i>				
<i>Units are correct at time of printing</i>				
Unit Code	Unit Title	AQF Category	HSC Hours	Timing Term
BSBTWK201	Work effectively with others	Core	15	
SITHIND006	Source and use information on the hospitality industry	Core	20	
SITHIND007	Use hospitality skills effectively	Core	20	
SITXCCS011	Interact with customers	Core	20	
SITXCOM007	Show social and cultural sensitivity	Core	10	
SITXWHS005	Participate in safe work practices	Core	15	
SITXFSA005	Use hygienic practices for food safety	Group A - Hygiene	15	
SITHFAB024	Prepare and serve non-alcoholic beverages <i>Prerequisite: SITXFSA005</i>	Group B - Hospitality	15	
SITHFAB025	Prepare and serve espresso coffee <i>Prerequisite: SITXFSA005</i>	Group B - Hospitality	25	
SITHFAB027	Serve food and beverage <i>Prerequisite: SITXFSA005</i>	Group B - Hospitality	40	
SITXINV006	Receive, store and maintain stock <i>Prerequisite: SITXFSA005</i>	Group B - Hospitality	15	
SITXFSA006	Participate in safe food handling practices	Group B - Hospitality	20	
SITHFAB021	Provide responsible service of alcohol <i>Optional elective: Delivery by an external provider</i>	Group B - Hospitality	10	
Course Costs				
Year 11	\$	Year 12	\$	Payable with school fees. Refund arrangements to be negotiated with school
Uniform, Personal Protective Equipment, Tools and Resources				
Delivery Arrangements				
Integrated into normal school timetable				
For further information see				
Teacher name:		Teacher email:		

**Course: Mathematics Standard** (2 units each of Preliminary and HSC Board Developed Course.)

**Prerequisites:** The course is constructed on the assumption that students have successfully engaged with all the sub strands in Stage 5.1 Mathematics and the following sub strands from Stage 5.2 Mathematics – area and surface area, financial mathematics, linear relationships, non-linear relationships, right-angled triangles (trigonometry), single variable data analysis, volume, equations and probability. Students who have only completed the Stage 5.1 sub strands will find this course difficult.



**Course Description:**

The Mathematics Standard 2 course is designed for those students who want to extend their mathematical skills beyond Stage 5 into readily applicable and relevant topics such as Financial Mathematics, Statistical Analysis, Modeling relationships and Networks. This course does not include the study of calculus.

Mathematics Standard 2 offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level. Students will find they frequently use the concepts

learnt in Standard during university courses and real life.

**Course Content:**

<b>Year 11 Course</b>	Algebra	Formulae and Equations Linear Relationships
	Measurement	Applications of Measurement Working with Time
	Financial Mathematics	Money Matters
	Statistical Analysis	Data Analysis Relative Frequency and Probability
<b>Year 12 Course</b>	Algebra	Types of relationships
	Measurement	Non-Right angled trigonometry Rates and Ratio
	Financial Mathematics	Investments and Loans Annuities
	Statistical Analysis	Bivariate Data Analysis The Normal Distribution
	Networks	Network Concepts Critical Path Analysis



**Course:** **Mathematics Advanced** (2 units each of Preliminary and HSC Board Developed Course.)

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the Stage 5.1, 5.2 and 5.3 Mathematics Course. Students need to be proficient in algebra, quadratic equations, coordinate geometry, plane geometry, non-linear relationships and trigonometry after studying 5.3 Mathematics in Year 10.

**Course Description:**

This course is intended to give students who have demonstrated a good level of skills for Stage 5.2 and 5.3 Mathematics, an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It includes a large calculus component and its applications rely heavily on a good understanding of algebra and functions. The course is useful for concurrent studies in commerce and science. It would form a sufficient basis for further studies in mathematics as a minor discipline and would assist in future studies and careers in STEM, finance, business and technology.



**Course Content:**

<b>Year 11 Course</b>	Functions: Working with Functions
	Trigonometric Functions: Trigonometry and Measure of Angles Trigonometric Functions and Identities
	Calculus: Introduction to Calculus
	Exponential and Logarithmic Functions
	Statistical Analysis: Probability and Discrete Probability Distributions
<b>Year 12 Course</b>	Functions: Graphing Techniques
	Trigonometric Functions and Graphs
	Calculus: Differential Calculus The Second Derivative Integral Calculus
	Statistical Analysis: Descriptive Statistics and Bivariate Data Analysis Random Variables

**Course: Mathematics Extension** (1 unit of each of Year 11 Extension and Year 12 Extension 1. Board Developed Course.)

**Prerequisites:** The course is constructed on the assumption that students have achieved a very high level of understanding of the outcomes and fluency in the content of the Stage 5.2 - 5.3 Mathematics course including option topics recommended for students who intend to study the Extension 1 course.

**A student must have the ability and desire to commit to a large amount of time to consolidate learning.**

**Co-requisite:** Students must study the Mathematics Advanced course to be eligible for Extension and develop and demonstrate an excellent understanding of the advanced course.

**Course Description:**

The difficult content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further complex ideas in mathematics. The course is intended to give students a thorough understanding of and competence in several aspects of mathematics. It has a strong focus on applications to problem solving, critical thinking and modeling and is also useful for concurrent studies of science, industrial arts, economics and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences.

**Students who prove themselves to be of outstanding mathematical ability in Year 11 and who have a passion for Mathematics will be considered for invitation to undertake the Extension 2 course during their HSC year.**

**Course Content:**

<b>Year 11 Course:</b>	Functions: Further Work with Functions, Polynomials
	Trigonometric Functions: Inverse Trigonometric Functions, Further Trigonometric Identities
	Calculus: Rates of Change
	Combinatorics: Working with Combinatorics.
<b>Year 12 Course: Mathematics Extension 1</b>	Proof: Proof by Mathematical Induction
	Vectors: Introduction to Vectors
	Trigonometric Functions: Trigonometric Equations
	Calculus: Further Calculus Skills, Applications of Calculus
	Statistical Analysis: The Binomial Distribution
<b>Year 12 Course: Mathematics Extension 2</b>	Proof: The Nature of Proof, Further Proof by Mathematical Induction
	Vectors: Further work with Vectors
	Complex Numbers: Introduction to complex numbers, Using complex numbers
	Calculus: Further Integration
	Mechanics: Applications of Calculus to Mechanics

**Course: Modern Hebrew Continuers** (2 units each of Preliminary and HSC Board Developed Course.)

**Prerequisites:** 200 Hours of Study

**Exclusions:** Nil



**Course Structure:**

The Preliminary course (120 indicative hours) is structured around themes and associated topics. Students' skills, knowledge and understanding of Modern Hebrew will be developed through tasks associated with a range of texts and text types that reflect these themes and topics. Students will also gain an insight into the culture and the language of Hebrew-speaking communities through the study of a range of texts.

The HSC Course (120 indicative hours) focuses on the three prescribed themes and topics mentioned below. Students will gain a broader and deeper understanding of Modern Hebrew and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Hebrew-speaking communities will develop further.

**Course Content:**

Year 11 <i>The individual</i>	Year 12 <i>Hebrew speaking communities</i>	Year 12 <i>The changing world</i>
<ul style="list-style-type: none"> <li>▪ Personal identity               <ul style="list-style-type: none"> <li>- adolescence</li> <li>- family</li> <li>- home and community</li> <li>- significant events</li> </ul> </li> <li>▪ Leisure and lifestyles               <ul style="list-style-type: none"> <li>- keeping healthy</li> <li>- hobbies</li> <li>- daily routine</li> <li>- sport</li> <li>- youth</li> </ul> </li> <li>▪ Education &amp; future aspirations               <ul style="list-style-type: none"> <li>- school</li> <li>- future plans</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Art and entertainment               <ul style="list-style-type: none"> <li>- music and song</li> <li>- art</li> <li>- theatre/literature</li> <li>- film</li> </ul> </li> <li>▪ Current &amp; historical perspectives               <ul style="list-style-type: none"> <li>- religious and national celebrations</li> <li>- establishment of the State of Israel</li> </ul> </li> <li>▪ Ways of Life in Israel               <ul style="list-style-type: none"> <li>- kibbutz</li> <li>- army</li> <li>- new and old places</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ The world of work               <ul style="list-style-type: none"> <li>- careers and occupations</li> <li>- technology</li> <li>- trading in Israel</li> </ul> </li> <li>▪ Social issues               <ul style="list-style-type: none"> <li>- drugs</li> <li>- equity</li> <li>- unemployment</li> <li>- science and innovation</li> </ul> </li> </ul>
<p>Students are encouraged to use dictionaries during their examinations.</p>		

**Course Requirements:**

**Preliminary Course:** 120 indicative hours are required to complete the course.

**HSC Course:** the Preliminary course is a prerequisite; 120 indicative hours are required to complete the course; themes and topics are prescribed for study.



**Course:** **Modern History** (2 units each of Preliminary and HSC Board Developed Course.)

**Exclusions:** Nil

### **Course Description:**

The Modern History course builds students' understanding of the modern world, and the people and ideas that have shaped contemporary society.

The Preliminary Course provides students with opportunities to explore key developments since approximately 1750, with a focus on the twentieth century. They develop an understanding of the methods and historiographical issues involved in representing the past, and analyse a wide range of sources.

As part of the Preliminary Course, students must complete a Historical Investigation in a field of their own choosing, developing their research and analytical skills.

The HSC Course provides students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world. The Core Study (Power and Authority in the Modern World) is compulsory. The key themes may be explored using different cases studies identified in the syllabus. An example of the Course is set out below.

### **Course Content:**

#### **Preliminary Course**

1. The Nature of Modern History
2. Case Studies
  - The American Civil War
  - The Decline and Fall of the Romanov Dynasty
  - The Cuban Revolution
3. The Shaping of the Modern World: World War I
4. Historical Investigation – A student personal interest project

#### **HSC Course**

The course comprises a study of:

1. Core Study: Power and Authority in the Modern World 1919-1946
  - The rise of dictatorships after World War One
  - Germany and the Nazi regime to 1939
  - Search for peace and security in the world
2. ONE 'National Studies' topic
3. ONE 'Peace and Conflict' topic
4. ONE 'Change in the Modern World' topic

Students are required to study at least ONE non-European/Western topic, selected from a variety of topics within each study area.



**Course:** **Music 1** (2 units each of Preliminary and HSC Board Developed Course.)

**Prerequisites:** Nil

**Exclusions:** Music 2, Music Extension

**Course Description:**

The Preliminary course explores the concepts of music through musical activities of performing, composing, listening and analysing.

In the Preliminary and HSC courses students learn about music at a level suited to their experience and interest. They learn the concepts of music through experiences in performance, composition, musicology and aural, within the context of a range of styles, periods and genres. Use of computer technology for composition and sound editing is integral to the course as appropriate.

**Course Content:**

**Preliminary Course:**

Music for Small Ensembles (Preliminary), Music of a Culture, Australian Music

**HSC Course:**

An Instrument and its Repertoire, Music of the 20<sup>th</sup> & 21<sup>st</sup> Centuries, Own Choice from Syllabus



**Particular Course Requirements:**



**HSC Course:**

In addition to core studies and activity in performance, composition, musicology and aural skills, students specialise in THREE electives through their selection of any combination of performance, composition and musicology which best suit their interests, abilities and learning style. These electives must represent each of the three topics studied in the course.

Students selecting Composition electives compile a portfolio of work as part of the process of preparing a submitted 4-minute work. Musicology electives involve research and making oral and audio-visual presentations about chosen topics for a 10-minute discussion. Performance electives require the study of an instrument or voice, with students engaging in a variety of

performance activities and experiences.

**Course:** **Music 2** (2 units each of Preliminary and HSC Board Developed Course.)

**Prerequisites:** Music Additional Study Course (Yr 9/10 Music elective or equivalent)

**Exclusions:** Music 1

**Course Description:**

In the Preliminary and HSC courses, students will study the concepts of music through experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres. In Music 2 students learn to read a range of scores, transpose, read different clefs and look at emerging techniques in art music.

**Course Content:**

Students study one Mandatory Topic covering a range of musical styles and genres, and one Additional Topic in each year of the course.

In the Preliminary course the Mandatory Topic is Music 1600–1900, and an Additional Topic is selected according to class instrumentation. In the HSC course the Mandatory Topic is Music of the last 25 Years (Australian Focus) with a choice of Additional Topics from the syllabus, appropriate to the interests and specialisation of the candidate.



**Particular Course Requirements:**

In addition to core studies in performance, composition, musicology and aural, students nominate ONE elective study in Performance, Composition or Musicology in the HSC.

Year 12 Students selecting Composition or Musicology electives compile a portfolio of work as part of the process of preparing a submitted work.

All students develop a composition portfolio for the core composition (2 minutes) as well as prepare a core performance (maximum 5 minutes).

**Course:** **Personal Development, Health and Physical Education** (2 units each of Preliminary and HSC Board Developed Course.)

**Exclusions:** Nil

**Course Description:**

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. A range of more practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices are then offered to students. Two of these will be selected to complete the course.

In the HSC course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

**Course Content:**

**Preliminary Course (Year 11) - Core Topics:**

- Better Health for Individuals
- The Body in Motion

**Optional Components - (Two options selected from)**

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

**HSC Course (Year 12) - Core Topics:**

- Health Priorities in Australia
- Factors Affecting Performance

**Optional Components - (Two options selected from)**

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

**Particular course requirements:**

Core topics in both Prelim and HSC are compulsory. Two options are then selected in each of the Preliminary and HSC courses. It is an advantage, but not a necessity, to have studied SSER in Year 9 and/or Year 10.





**Course:** **Physics** (2 units each of Preliminary and HSC Board Developed Course.)

**Exclusions:** Students can study a maximum of 6 units of Science in Year 11 and 7 units in Year 12.

**Course Description:**

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

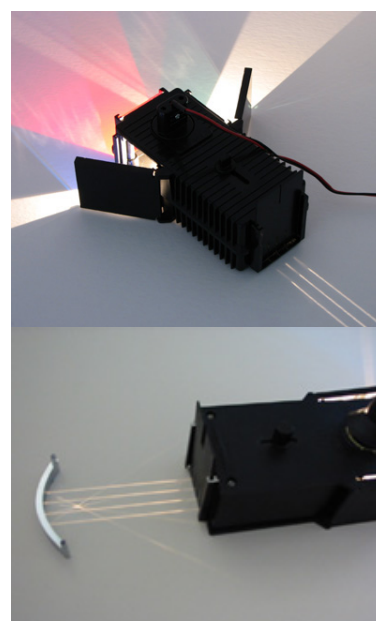
**Course Content:**

**Preliminary Course**

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

**HSC Course**

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



**Course Requirements:**

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During these times students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

**Course:** **Society & Culture** (2 units each of Preliminary and HSC Board Developed Course.)

**Exclusions:** Nil

**Course Description:**

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methods and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of study of interest and relevance to students.

**Course Content:**

**Preliminary Course**

- The Social and Cultural World:  
Examining the core concepts of the course and a comparison of Australia's life with distinctly different cultures.
- Personal and Social Identity:  
Self Reflection – Why you are the person you are. Developing an understanding of the process of socialisation. Through a cross-cultural comparison you will be able to reflect on the universality of concepts such as adolescence.
- Intercultural Communication:  
How can we better understand and appreciate how people from another culture view their world?



**HSC Course**

**Core**

- Social and Cultural Continuity and Change:  
Through an in-depth study of a distinctly different country students will become familiar with the concepts of continuity and change. Examining the social and cultural research methods.
- The Personal Interest Project (PIP):  
The investigation of a topic of students' own choice connected to the Society and Culture course.

**Depth Studies**

A study of two of the following four depth studies:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Non-conformity

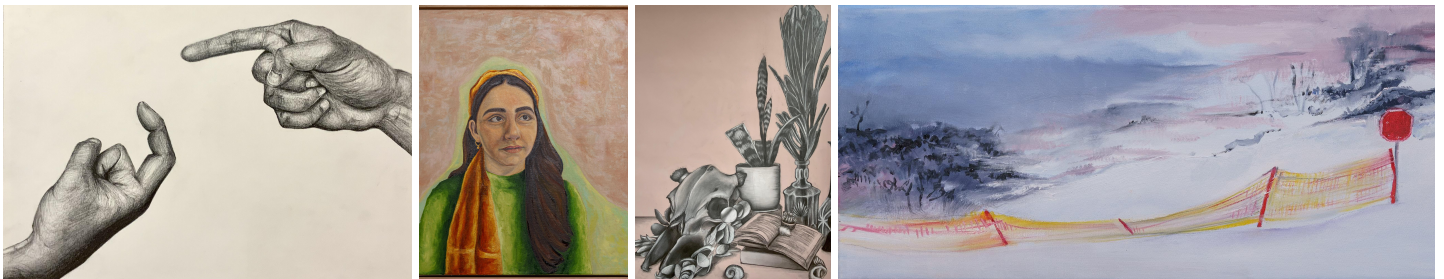
**Course:** **Visual Arts** (2 units each of Preliminary and HSC Board Developed Course.)

**Exclusions:** Nil

### Course Description:

Visual Arts engages students in the practices of artmaking, art criticism and art history. Students develop their own artmaking skills culminating in a 'body of work' in the HSC course. The artworks reflect students' knowledge and understanding of technical and conceptual artmaking practices. Students critically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times within critical and historical studies.

While the Preliminary course is broad, the HSC course provides deeper, increasingly more independent investigations. Although the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.



### Course Content:

#### Preliminary Course

- The nature of **practice** in artmaking, art criticism & art history through a range of investigations.
- The role and function of artists, artworks, the world and audiences in the art world and the relationships between these agencies, referred to as **The Conceptual Framework** in the NESA syllabus.
- **The Frames**, subjective, structural, cultural and postmodern perspectives through which artists, art historians and critics might develop and communicate their points of view.

#### HSC Course

- Students develop their own informed points of view in increasingly more independent ways using **The Frames**
- Students develop their own **practice** of artmaking, art criticism, and art history applied to selected areas of interest.
- Students learn about **The Conceptual Framework**, the relationships between artist, artwork, world and audiences within the art world
- Students develop further and deeper meaning and focus in their work, sustaining an informed point of view.

#### Particular course requirements: Preliminary Course

- Artworks in at least 2 forms and use of a process diary
- A broad investigation of ideas in art criticism and art history

#### Particular course requirements: HSC Course

- Development of a body of work and use of a process diary
- A minimum of 5 Case Studies (4-10 hours each)
- Deeper and more complex investigations of ideas in art criticism and art history.