

Parramatta High School

*fax mentis
incendium gloriae*

IISC

Subject Selection Handbook

Year 11 2023

Stage 6

Year 12 2024

An information guide for students and their parents

SUBJECT SELECTION TIMEFRAME – YEAR 10 2022

| TERM 2 Week 5 | TERM 2 Week 6 | TERM 2 Week 7 | TERM 2 Week 9 | TERM 2 Week 10 |
|--|--|--|--|--|
| <ul style="list-style-type: none">• My Strengths Program | <ul style="list-style-type: none">• Faculty talks• Careers talks• Subject Selection Book Issued• Students to read and discuss with parents. | <ul style="list-style-type: none">• Subject Selection Market and Parent Info Night 07/06/22 5.30 pm• Google Site Open• Online selections begin | <ul style="list-style-type: none">• Careers Expo• Interviews for nominated students | <ul style="list-style-type: none">• Interviews for nominated students cont.• Cut off for Choices• Consolidation of Choices• Final Changes |

Challenging the future



Valuing the past

THE HIGHER SCHOOL CERTIFICATE

Subject Selection

An Information Package for Students

Preliminary Course 2023

HSC Course 2024

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PRINCIPAL'S INTRODUCTION

As a young adult, you will be working towards the development of independence, responsibility and maturity as well as further preparing yourself, through your academic studies, for entry into the workforce, or into tertiary education.

*Being a **senior student** is not easy. You do not finish when school ends each day. There will be homework, assignments, study and preparation to do before the next day's lessons. Successful senior students are busy, committed people.*

The purpose of this handbook is to help you choose your courses for Stage 6 (Years 11 and 12).

It is important for you that you choose wisely. If you choose a course that is too difficult for you, you will probably be unsuccessful, discontented and will quickly lose interest. If you choose an area in keeping with your interests and abilities, your achievements are likely to bring credit to yourself and to your school. Aim for excellence at all times but aim also at goals you can reach.

Please consider the following:

Choosing the Best Courses and Pathway to be Successful

PHS offers many different ways for you to get where you want to go in your life.

- Traditional Pathway – many students choose to do their HSC over 2 years and choose traditional subjects – this often suits students with better academic ability wanting an ATAR or University entrance.
- Pathways – completing the HSC over up to 5 years – 2 subjects one year and then others in subsequent years – it allows students who may be less academic and not able to cope with full time – this allows students to work part time, gain a certificate in a TAFE course etc.
- Vocational Direction Pathway – students choose subjects that will help them gain a trade or an apprenticeship either at the end of the HSC or at some time over the next 2 years – students may decide to leave school after they turn 17 and enter TAFE full time to get direct access to a career. We offer VET and TVET subjects that will assist these students.

Please think carefully about what you are capable of doing and what courses will suit you. If you choose subjects too difficult you will be unhappy and you will not do well.

Students who wish to do a tertiary course after they leave school

A tertiary course is a course studied at University or other accredited tertiary institution. Particular school subjects are often compulsory for studying certain university courses. These are called *prerequisite* subjects.

Particular school subjects are often recommended for studying certain tertiary courses. The subjects are called *assumed knowledge*. You may find tertiary courses very difficult if you do not have this subject knowledge.

For information on **Prerequisite** or **Assumed Knowledge** see the UAC Booklet.

Most Tertiary courses at university use the **Australian Tertiary Admission Ranking (ATAR)** to compare students across Australia for selection into courses. This is calculated for each student by totalling the best ten scaled units of Board Developed Courses results from your Higher School Certificate as long as certain rules are followed. Please read the section on ATAR in this booklet for more details on ATAR requirements. It is important to try to get as high a score as you can so that you have many courses options from which to choose.

Students who wish to enter the workforce after leaving school

The subjects you choose in the senior school may determine the career direction you take.

The subjects you take may influence an employer to select you for a particular job.

It would be in your interest to consider **Vocational Pathway**. By choosing a combination of TAFE and Vocational Courses you will have the benefit of work experience and be better suited to go to work or study further at TAFE at the end of your schooling.

TAFE Vocational Education and Training (TVET)

TVET courses broaden your educational base, enhance your opportunities for alternate pathways and ultimately increase your chances of employment. These courses are not offered at school, but will run at TAFE colleges.

Students will receive recognition from TAFE, a result notice and a Certificate upon completion.

TVET courses are an ideal introduction for students to an adult learning environment, whilst keeping in touch with the stability of school. It gives students the experience of learning with students from different schools, assisting them to broaden their educational and social skills. Every pupil enrolled as a TVET student, gains the advantage of studying a recognized TVET Course and not having to pay any of the associated fees that they would have to pay if they studied it *off their own back* outside of the school. The students are expected to pay for their own travel expenses. Students studying a TVET course, find it easier to enrol in TAFE in the future.

Most of the courses are practical in nature and so many students find these courses more interesting than the more theoretical nature of some of the school based subjects.

As TAFE students, TVET students are able to use all TAFE facilities including the support services and substantial TAFE library. TAFE have excellent literacy and numeracy support staff for students in need of these services. ESL support is also available to those students in need.

School based part-time traineeships

A number of significant improvements have recently been introduced into the apprenticeship and traineeship system in NSW to make training more flexible and to better meet the needs of industry. For example, some traineeships in NSW can now be:

- offered to secondary school students
- delivered on a part-time basis
- easily linked to further vocational education and training and university studies
- established in new industries and at higher qualification levels
- delivered completely in the workplace
- paid work under an appropriate industrial arrangement
- learn as you earn

School based traineeships currently available

Traineeship Vocations currently available as the Part-time Traineeships in NSW Schools Program.(Some are called T3)

Aeroskills

Certificate II in Aeroskills

Automotive Services

Certificate II in Automotive (Mechanical - Vehicle Servicing)

Certificate II in Automotive (Vehicle Body - Paint/Panel Preparation)

Certificate II in Automotive (Electrical - Accessory Fitting)

Certificate II in Automotive (Sales - Replacement Parts and Accessories)

Business

Certificate II in Business

Caravan Operations

Certificate II in Caravan Park Operations

Community Services Work

Certificate II in Community Services Support Work CHC20102

Certificate III in Aged Care Work CHC30102

Electrotechnology

Certificate II in Electrotechnology (Business Support)

Certificate II in Electrotechnology (Servicing)

Comment: Specialisations in illuminated signs and operational support are not available for school-based trainees.

Engineering

Certificate II in Engineering - Production

Entertainment

Certificate II in Entertainment

Comment: Most employment opportunities exist at Certificate III. Schools must have strong partnership with industry to support Certificate II.

Food Processing (Operations)

Certificate II in Food Processing

Certificate II in Food Processing (Sales)

Horticulture

Certificate II in Horticulture

Hospitality Operations

Certificate II in Hospitality (Operations)

Certificate II in Hospitality (Kitchen Operations)

Information Technology

Certificate II in Information Technology

Process Manufacturing

Certificate II in Plastics

Printing and Graphic Arts

Certificate II in Desktop Publishing

Certificate II in Print Production Support

Certificate II in Print Design

Property

Certificate III in Property (Real Estate)

Retail Operations

Certificate II in Retail Operations

Certificate II in Retail (Customer Service)

Rural Skills

Certificate II in Agriculture

Seafood Industry

Certificate II in Seafood Industry (Aquaculture)

Sport & Recreation

Certificate II in Sport & Recreation (Community Recreation)

Certificate II in Sport and Recreation

Certificate II in Outdoor Recreation

Certificate II in Sport and Recreation (Sport Officiating)

Telecommunications

Certificate II in Telecommunications

Tourism Operations

Certificate II in Tourism (Operations)

Transport & Distribution

Certificate II in Transport & Distribution (Warehousing & Storage)

Comment: The usual industry practice is that trainees receive the same wages as non-trainees.

Certificate II in Transport & Distribution (Road Transport)

Comment: ITAB recommends Furniture Removal strand and other strands not requiring heavy vehicle licenses. The usual industry practice is that trainees receive the same wage as non-trainees.

Veterinary Nursing

Certificate II in Animal Studies

Note: Availability of traineeships to school based part-time trainees is subject to the employer accessing suitable industrial relations arrangements.

There may be some additions or adjustments to this list as further traineeship opportunities and training package qualifications become available.

FOR ALL STUDENTS

Choosing subjects you are **interested in** and like, make your life at school more enjoyable.

Choosing subjects which **match your level of ability** makes your life at school more rewarding.

Choose subjects which **fulfil career requirements**.

The results of surveys of Year 12 students have shown that those who choose a subject because their friends were doing it have later regretted their decision.

You should select your pattern of study carefully as most courses extend over two years, and you will not have the opportunity of changing at the end of Year 11.

The Careers Advisor, Mrs Ibrahim, is available by appointment to discuss any issues you may have. She is in the careers office or can be contacted on michelle.ibrahim@det.nsw.edu.au.

WHAT TYPES OF COURSES CAN I SELECT?

There are different types of courses that you can select in Years 11 and 12.

- **Board Developed Courses**

These courses are developed by the Board of Studies. For each course the following information is available:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying Board Developed Courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the ATAR (UAI).

- **Board Endorsed Courses**

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.
- Schools may also design courses to meet student needs. These courses must be approved by the Board of Studies. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year only courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR (UAI).

Saturday School of Community Languages

A number of languages are available to be studied through Saturday School e.g. Arabic, Chinese (Mandarin), Turkish, Japanese, Korean, Modern Greek and Vietnamese. Details of requirements for Year 11 and 12 are available from your Saturday School teacher.

Application to continue your enrolment from Year 10 to Year 11 will arrive in the school during Term 4 and will be available from Mrs Smith. Information will be placed in the school Daily Notices.

For further details see Mrs Smith

WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units.

Each unit involves class time of approximately 3 1/2 hours per fortnight. In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units = 7 hours per fortnight
 = 100 marks

The following is a guideline to help you understand the pattern of courses.

2 UNIT COURSE

This is the basic structure for all courses.

All courses in the Preliminary and HSC year have a unit value. Courses may have a value of 1 unit or 2 units. Most courses are 2 units.

All 2 unit course syllabuses are divided into two parts – a “Preliminary Course” usually completed in Year 11 and an “HSC Course” usually completed in Year 12.

EXTENSION COURSE

Extension study is available in a number of subjects. Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.

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

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 UNIT COURSE

There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR. Studies of Religion is a Board Developed Course and therefore counts towards an ATAR.

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC you must:

- Meet the HSC minimum standard in Literacy and Numeracy
- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Complete the HSC: All My Own Work before you submit any Preliminary / Year 11 or HSC / Year 12 course work
- Satisfactorily complete courses in the pattern of study required by NESA including:
 - The completion of a Preliminary pattern of study that includes at least 12 Units
 - The completion of a HSC Pattern of study that includes at least 10 Units.

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

- at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
- at least three courses of 2 units value or greater
- at least four subjects
- At most 6 units of courses in Science can contribute to Higher School Certificate eligibility.
- You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the required Higher School Certificate examinations.

HSC Minimum Standard

- Students sitting the HSC Exam in 2024 will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.
- Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school
- Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks.
- Students master basic skills at different stages so there are multiple opportunities available for students to understand and pass the minimum standard online tests, from Year 10 until a few years after Year 12.

Year 10 students who do not demonstrate the HSC Minimum Standard in Reading, Writing and Numeracy in 2022 will have up to four opportunities in Year 11 and in Year 12 to complete the corresponding NESA Online Testing to meet the standard.

Additional information:

- The Board of Studies publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.

Requirements for an Australian Tertiary Admission Rank (ATAR)

To be eligible for an ATAR, a student must satisfactorily complete at least ten units of Board Developed Courses (which must include at least eight units of Category A courses and at least two units of English). The Board Developed Courses must include at least three courses of two units together and at least four subjects.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:

- **the best two units of English**
- **the best eight units from the remaining units. No more than two units of Category B courses will be included.**

Vocational Pathway

If you wish to go to work after completing the HSC or to do further study at TAFE that does not require an ATAR, you must choose at least six units from Board Developed Courses (white pages). Two units of English must be included. You may choose your remaining six units from either yellow or green pages. The green pages are Board Endorsed Courses run by the school or TAFE which do not count towards an ATAR (but may better suit your career path. The course can be either a one unit course or a two unit course but *not* two one unit courses.

Accumulation of the HSC

Students may accumulate Preliminary and HSC units for up to a five year period. If you plan to take more time than the traditional two years of Year 11 and 12 to study for the HSC, please see your Year Adviser as soon as possible for more details and conditions imposed on such a pathway. If you repeat a subject only the last attempt will be included in ATAR calculations.

Assessment

Students will receive an assessment booklet for both the Preliminary and HSC courses which outline the expectations for each subject. Students must satisfactorily complete **all** assessment tasks for each subject. Students who fail to submit assessment tasks or who make a non-serious attempt will place their position at the school in jeopardy.

The RoSA and the Leaving Age

The Record of School Achievement (RoSA) Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW 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. If you leave:

- During Year 11 – You can receive a RoSA that lists the Stage 5 courses completed and the results received as well as the Preliminary Courses you participated in and the date that you left school.
- At the end of Year 11 – You can receive a RoSA with your Stage 5 and Preliminary Courses subjects and the results received in these courses.
- During Year 12 – You can receive a RoSA with your Stage 5 and Preliminary Course subjects and a list of HSC Courses you participated in and the date that you left school. **School Leaving Age**

The official school leaving age is 17 years. Students are currently required to complete Year 10 and they have a number of options from which to participate until at least age 17. After Year 10 and until the age of 17 students must be:

- a) In school, or registered for home schooling OR
- b) In approved education or training OR
- c) In full-time, paid employment (average 25hrs/week) OR
- d) In a combination of these

HSC BOARD DEVELOPED COURSES OFFERED AT PARRAMATTA HIGH SCHOOL

| 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 ² | | |
| Business Studies | Business Studies | | |
| Chemistry | Chemistry ² | | |
| Community and Family Studies | Community and Family Studies | | |
| Dance | Dance | | |
| Design and Technology | Design and Technology | | |
| Drama | Drama | | |
| Economics | Economics | | |
| Engineering Studies | Engineering Studies | | |
| English | English Standard English EAL/D English Advanced | Preliminary English Extension | HSC English Extension 1 HSC English Extension 2 |
| Food Technology | Food Technology | | |
| Industrial Technology | Industrial Technology – Wood | | |
| Information Processes and Technology | Information Processes and Technology | | |
| Investigating Science | Investigating Science ² | | |
| Languages | Please see next table | | |
| Legal Studies | Legal Studies | | |
| Mathematics | Standard Mathematics (1 or 2) Advanced Mathematics | Preliminary Mathematics Extension 1 | HSC Mathematics Extension 1 HSC Mathematics Extension 2 |
| Modern History | Modern History | | HSC History Extension ¹ |
| Music | Music 1 ³ Music 2 | | HSC Music Extension |
| PD/Health/PE | PD/Health/PE | | |
| Physics | Physics ² | | |
| Society and Culture | Society and Culture | | |
| Software Design and Development | Software Design and Development | | |
| Visual Arts | Visual Arts | | |

Languages: Parramatta HS only offers French Beginners, French Continuers and Indonesian Beginners. If you wish to study another language externally, please see Ms Smith.

| Subject | Preliminary & HSC Courses (2 Unit) | Preliminary Extension Courses (1 Unit) | HSC Extension Courses (1 Unit) |
|-------------------|--|--|--------------------------------|
| Arabic | Arabic Beginners Arabic Continuers | | HSC Arabic Extension |
| Armenian | Armenian | | |
| Chinese | Chinese Beginners Chinese Continuers Chinese Background Speakers | | HSC Chinese Extension |
| Classical Greek | Classical Greek Continuers | | HSC Classical Greek Extension |
| Czech | Czech | | |
| Dutch | Dutch | | |
| Estonian | Estonian | | |
| Filipino | Filipino | | |
| French | French Beginners French Continuers | | HSC French Extension |
| German | German Beginners German Continuers | | HSC German Extension |
| Classical Hebrew | Classical Hebrew Continuers | | HSC Classical Hebrew Extension |
| Modern Hebrew | Modern Hebrew Continuers | | |
| Hindi | Hindi | | |
| Hungarian | Hungarian | | |
| Indonesian | Indonesian Beginners ⁶ Indonesian Continuers ⁶ Indonesian Background Speakers ⁶ | | HSC Indonesian Extension |
| Italian | Italian Beginners Italian Continuers | | HSC Italian Extension |
| Japanese | Japanese Beginners Japanese Continuers Japanese Background Speakers | | HSC Japanese Extension |
| Khmer | Khmer | | |
| Korean | Korean Beginners Korean Continuers Korean Background Speakers | | |
| Latin | Latin Continuers | | HSC Latin Extension |
| Latvian | Latvian | | |
| Lithuanian | Lithuanian | | |
| Macedonian | Macedonian ⁵ | | |
| Malay | Malay Background Speakers ⁶ | | |
| Maltese | Maltese | | |
| Modern Greek | Modern Greek Beginners Modern Greek Continuers | | HSC Modern Greek Extension |
| Persian | Persian | | |
| Polish | Polish | | |
| Portuguese | Portuguese | | |
| Russian | Russian | | |

| Subject | Preliminary & HSC Courses (2 Unit) | Preliminary Extension Courses (1 Unit) | HSC Extension Courses (1 Unit) |
|------------|---|--|--------------------------------|
| Serbian | Serbian ⁵ | | |
| Slovenian | Slovenian ⁵ | | |
| Spanish | Spanish Beginners Spanish Continuers | | HSC Spanish Extension |
| Swedish | Swedish | | |
| Tamil | Tamil | | |
| Turkish | Turkish | | |
| Ukrainian | Ukrainian | | |
| Vietnamese | Vietnamese Continuers | | |

HSC Course Notes

These notes and footnotes (1 – 6) 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, Society & Culture, Design and Technology and others. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
1. Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History.
 2. Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate no more than 6 Preliminary units and 6 HSC units of Science can be included.
 3. You must study Music Course 2 if you wish to study HSC Music Extension.
 5. You may present for only one of the following languages: Croatian, Macedonian, Serbian and Slovenian.
 6. You may not study both Indonesian and Malay.

HSC BOARD DEVELOPED COURSES continued.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET Curriculum Frameworks

The Board has developed curriculum frameworks for thirteen industry areas. Within each framework there are a number of courses. You must undertake a work placement to complete these courses successfully.

The thirteen frameworks are:

- Automotive
- Business Services
- Construction
- Electrotechnology
- Entertainment Industry
- Financial Services
- Hospitality
- Human Services
- Information and Digital Technology
- Metal and Engineering
- Primary Industries
- Retail Services
- Tourism, Travel and Events

Courses in the VET Curriculum Frameworks can be studied as Preliminary and/or HSC courses.

At least one 240-hour course in each framework will have a written examination that students can choose to undertake so that the result can be included in the calculation of the ATAR (UAI) as category B courses. These courses are marked *.

| VET Curriculum Frameworks offered at Parramatta High School 2023-24 | | |
|---|--|-----------|
| Subject | Course | Extension |
| VET Curriculum Frameworks | | |
| Hospitality | Hospitality – Food & Beverage (240 hours)* | None |

ASSESSMENT AND REPORTING

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabus documents, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year's School Certificate.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive your HSC credentials containing:
 - The HSC Testamur
(The official certificate confirming your achievement of all requirements for the award.)
 - The Record of Achievement
(This document lists the courses you have studied and reports the marks and bands you have achieved.)
 - Course Reports
For every HSC Board Developed Course (except VET courses) you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.)

Change of Course Selection

Considerable care should be taken in making the initial selection of subjects so that the Subject Selection Form returned to the school is as definite and final as possible. If, however, a change is necessary, the following conditions apply:

- Class numbers and allocations for will be finalised during Term 4 and any changes after that date will depend on student places available.
- All requests for changes to the original Subject Selection Form must come from parents in writing to the year Adviser and will only be possible if there is a place in the desired subject.
- A request for a subject change during Term 1 Year 11 should be discussed with the relevant Head Teacher prior to making the application.
- Any change after the beginning of the school year will take place only if the school is satisfied of its necessity and if missed work can be satisfactorily completed. Once the school has approved the change, it is the responsibility of the student making a change to catch up on work already covered prior to the change.

Additional information about courses and the HSC is available on the NSW Education Standards Authority Website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

| | | |
|---|---|---|
| C A T E G O R Y A | Ancient History (2 Unit) Biology (2 Unit) Business Studies (2 Unit) Chemistry (2 Unit) Community & Family Studies (2 Unit) Dance (2 Unit) Design & Technology (2 Unit) Drama (2 Unit) Economics (2 Unit) English Standard (2 Unit) English Advanced (2 Unit) English Extension (1 Unit) English EAL/D (2 Unit) Engineering Studies (2 Unit) Food Technology (2 Unit) French Beginners (2 Unit) French Continuers (2 Unit) History Extension (1 Unit) HSC only | Industrial Technology - Timber (2 Units) Industrial Technology - Graphics (2 Units) Information Process & Technology (2 Unit) Investigating Science (2 unit) Languages – Saturday School (2 Unit) Legal Studies (2 Unit) Mathematics Standard (2 Unit) Mathematics Advanced (2 Units) Mathematics Extension (1 Unit) Modern History (2 Unit) Music 1 (2 Unit) Music 2 (2 Unit) Music Extension (1 Unit) HSC Only PD/H/PE (2 Unit) Physics (2 Unit) Science Extension (1 Unit) HSC only Society & Culture (2 Unit) Software Design & Development (2 Unit) Visual Arts (2 Unit) |
| | | |

| | | |
|---|--|---|
| C A T E G O R Y B | <u>Vocational Education Courses – studied at school:</u> Hospitality - Food and Beverage (2 Unit) | <u>Vocational Education Courses – studied at TAFE</u> <i>Can be 1 or 2 Units</i> (Examples only – see TVET booklet for further information) Accounting Construction Metals and Engineering Tourism Business Services Electrotechnology Primary Industries Human Services – Nursing Automotive Entertainment |
| | | |

| CONTENT ENDORSED COURSES (Do not count towards ATAR (UAI)) | | |
|---|--|--|
| | SCHOOL | TAFE (Examples only – see TVET booklet for further information) |
| C A T E G O R Y N | Sport, Lifestyle and Recreation – 2 Unit | Animal Studies Automotive Fashion Design Hairdressing and Beauty Interior Design Marketing Plumbing Real Estate Screen and Media |

CONTACT STAFF FOR COURSES

ENGLISH

| | |
|----------------------------|---------|
| English Standard (2 Unit) | Ms Begg |
| English Advanced (2 Unit) | Ms Begg |
| English Extension (1 Unit) | Ms Begg |
| English EAL/D (2 Unit) | Ms Begg |
| English Studies (2Unit) | Ms Begg |

MATHEMATICS

| | |
|--|--------|
| Mathematics Standard (2 Unit) | Mr Job |
| Mathematics Advanced (2 Unit) | Mr Job |
| Mathematics Extension 1 and 2 (1 Unit) | Mr Job |

SCIENCE

| | |
|--|-----------------------|
| Biology (2 Unit) | Ms Harrison/ Ms Duong |
| Chemistry (2 Unit) | Ms Harrison/ Ms Duong |
| Physics (2 Unit) | Ms Harrison/ Ms Duong |
| Investigating Science (2 Unit) | Ms Harrison/ Ms Duong |
| Science Extension (1 Unit) HSC only | Ms Harrison/ Ms Duong |

HSIE

| | |
|--|------------------------------------|
| Ancient History (2 Unit) | Ms Edwards/ Ms Bouziannis/Ms Cossu |
| Business Studies (2 Unit) | Ms Edwards/Ms Kallinikou/Ms Kassem |
| Economics (2 Unit) | Ms Nand/Ms Edwards/ Ms Moutasellam |
| Legal Studies (2 Unit) | Ms Edwards |
| Modern History (2 Unit) | Ms Edwards /Mr Hammoud |
| Society & Culture (2 Unit) | Ms Edwards/Mr Hammoud/Ms Millhouse |
| History Extension (1 Unit) Year 12 only | Ms Edwards/Mr Hammoud |

PDHPE

| | |
|---|---------------|
| PD/H/PE (2 Unit) | Mr Ruspandini |
| Community & Family Studies (2 Unit) | Mr Ruspandini |
| Sport Lifestyle and Recreation (2 Unit) | Mr Ruspandini |

TAS

| | |
|---|---------------------|
| Food Technology | Mr Wise/Ms Kocsis |
| Design & Technology (2 Unit) | Mr Wise |
| Engineering Studies (2 Unit) | Mr Wise/Mr Charters |
| Hospitality – Food & Beverage (2 Unit) | Mr Wise/Ms Kocsis |
| Industrial Technology – Timber/Graphics | Mr Wise |
| Information Process & Technology (2 Unit) | Mr Wise |
| Software Design & Development (2 Unit) | Mr Wise |

CAPA

| | |
|--|----------------------|
| Music 1 (2 Unit) | Ms Heath /Mr Secrett |
| Music 2 (2 Unit) | Ms Heath /Mr Secrett |
| Music Extension (1 Unit) Year 12 only | Ms Heath /Mr Secrett |
| Visual Arts (2 Unit) | Ms Heath /Mr Graham |
| Drama (2 Unit) | Ms Heath |
| Dance (2Unit) | Ms Heath |

LANGUAGES

| | |
|--------------------------------------|----------|
| French Beginners (2 Unit) | Ms Smith |
| French Continuers (2 Unit) | Ms Smith |
| Indonesian Beginners (2 Unit) | Ms Smith |
| Languages – Saturday School (2 Unit) | Ms Smith |

BOARD DEVELOPED COURSES

ENGLISH

ENGLISH STANDARD

| | |
|--|---|
| Course number(s): <ul style="list-style-type: none">11130 English Standard (2 units – Year 11)15130 English Standard (2 units – Year 12) | Exclusions: <ul style="list-style-type: none">English Advanced (2 units – Yrs 11 & 12)English EAL/D (2 units – Yrs 11 & 12)English Studies (2 units – Yrs 11 & 12)English Life Skills (2 units – Yrs 11 & 12)English Extension (1 unit – Yrs 11 & 12)English Extension 2 (1 unit – Year 12) |
|--|---|

Course Description

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. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

What students learn

Year 11 course

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- In two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* students explore and examine texts and analyse aspects of meaning.

Year 12 course

- The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.

Course Requirements

Across the English Standard Stage 6 course students are required to study:

- 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.

Year 11 course

Students are required to study:

- one complex multimodal or digital text in Module A, *Contemporary Possibilities*. This may include the study of film.
- one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional texts and textual forms.

Year 12 course

Students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the Common module: *Texts and Human Experiences*.

ENGLISH ADVANCED

| | |
|--|---|
| Course number(s): <ul style="list-style-type: none">▪ 11140 English Advanced (2 units – Year 11)▪ 15140 English Advanced (2 units – Year 12) | Exclusions: <ul style="list-style-type: none">▪ English Standard (2 units – Yrs 11 & 12)▪ English EAL/D (2 units – Yrs 11 & 12)▪ English Studies (2 units – Yrs 11 & 12)▪ English Life Skills (2 units – Yrs 11 & 12) |
|--|---|

Course Description

In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

What Students Learn

Year 11 course

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

Year 12 course

- The HSC Common Content consists of one module *Texts and Human Experiences* common to the HSC English Standard, the HSC English Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.

Course Requirements

Across the English Advanced Stage 6 course students are required to study:

- 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.

Year 11 course

Students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional texts and textual forms.

Year 12 course

Students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry OR drama. The remaining text may be film **or** media **or** a nonfiction text OR may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the Common module: *Texts and Human Experiences*.

ENGLISH EXTENSION

| | | |
|---|---|---|
| Course number(s): <ul style="list-style-type: none"> 11150 English Extension (1 unit – Year 11) 15160 English Extension 1 (1 unit – Year 12) 15170 English Extension 2 (1 unit – Year 12) | Prerequisites: <ul style="list-style-type: none"> 11150 English Extension (1 unit – Year 11) prerequisite for English Extension 1 in Year 12 15160 English Extension 1 (1 unit – Year 12) prerequisite for English Extension 2 | Corequisites: <ul style="list-style-type: none"> 11140 English Advanced (2 units – Year 11) 15140 English Advanced (2 units – Year 12) |
| Exclusions: <ul style="list-style-type: none"> English Standard (2 units – Yrs 11 & 12) English EAL/D (2 units – Yrs 11 & 12) English Studies (2 units – Yrs 11 & 12) inc EXAM English Life Skills (2 units – Yrs 11 & 12) | | |

Course Description

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

Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

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 the 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. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

What students learn

Year 11 course

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.

Year 12 course

English Extension 1

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

The course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are

- Literary Homelands
- Worlds of Upheaval
- Reimagined Worlds
- Literary Mindscapes
- Intersecting Worlds

English Extension 2

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Course requirements

Across Stage 6 the selection of texts should give students experience of the following as appropriate:

- 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 texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

Year 11 course

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

Year 12 course

English Extension 1

Students are required to study:

- at least THREE prescribed texts for the elective study which must include two print texts (as outlined in the *English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023* document)
- at least TWO related texts.

English Extension 2

Students are required to:

- complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative nonfiction
- poetry
- critical response
- script (short film, television, drama)
- podcasts (drama, storytelling, speeches, performance poetry)

ENGLISH EAL/D

| | |
|---|---|
| Course number(s): <ul style="list-style-type: none"> 11165 English EAL/D (2 units – Year 11) 15155 English EAL/D (2 units – Year 12) | Exclusions: <ul style="list-style-type: none"> English Advanced (2 units – Yrs 11 & 12) English Standard (2 units – Yrs 11 & 12) English Studies (2 units – Yrs 11 & 12) inc. EXAM English Life Skills (2 units – Yrs 11 & 12) English Extension (1 unit – Yrs 11 & 12) English Extension 2 (1 unit – Year 12) |
|---|---|

Eligibility: The English EAL/D course is for students who have been educated in English for five years or less, either in Australia or overseas. [Eligibility rules for English EAL/D Stage 6](#) are available on the NESA website.

Course Description

The English EAL/D course is designed for students who come from diverse backgrounds and bring a variety of linguistic and cultural experiences to the classroom to develop and consolidate their use, understanding and appreciation of Standard Australian English.

The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. The English EAL/D course focuses on the close study of language and meaning and English language learning providing students with opportunities to develop and refine skills in spoken and written English.

What students learn

Year 11 course

- Students study three modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are *Language and Texts in Context*, *Close Study of Text* and *Texts and Society*.
- Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students.

Year 12 course

- Students study four modules. In Module A, *Texts and Human Experiences*, students analyse and explore texts and apply skills in synthesis.
- Two additional modules, *Language Identity Culture* and *Close Study of Text* focus on particular aspects of shaping meaning and assessing the effectiveness of texts for different audiences and purposes.
- The fourth module, *Focus on Writing*, is studied concurrently throughout the year to develop students' understanding and use of language in developing their own written responses.

Course requirements

Across the English EAL/D Stage 6 course students are required to study:

- 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.

Year 11 course

Students are required to:

- study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- engage in regular wide reading connected to, and described in, each of the modules
- engage in speaking and listening components in each module.

Year 12 course

Students are required to:

- study at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry **or** drama; film **or** media **or** nonfiction texts
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- study at least one related text in Module A: *Texts and Human Experiences*
- engage in speaking and listening components in each module.

MATHEMATICS

MATHEMATICS STANDARD – Preliminary Course

| | |
|---|--|
| Course number(s): <ul style="list-style-type: none"> 11236 Mathematics Standard (2 units – Year 11) | Exclusions: <ul style="list-style-type: none"> Maths Advanced (2 units – Yrs 11 & 12) Maths Extension (1 unit – Yrs 11 & 12) Maths Life Skills (2 units – Yrs 11 & 12) |
|---|--|

Prerequisites: The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and, in particular, the content & outcomes of all substrands of Stage 5.1 & the following substrands of Stage 5.2:

| | | |
|--|--|---|
| <ul style="list-style-type: none"> Area and surface area Financial mathematics Linear relationships | <ul style="list-style-type: none"> Non-linear relationships Right-angled triangles (Trigonometry) Single variable data analysis | <ul style="list-style-type: none"> Volume some content from Equations some content from Probability. |
|--|--|---|

Course Description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

Year 11 course

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics.

| | |
|--|---|
| Topic: Algebra Topic: Measurement | Topic: Financial Mathematics Topic: Statistical Analysis |
|--|---|

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 (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

MATHEMATICS STANDARD 1 – HSC only

| | |
|---|--|
| Course number(s): <ul style="list-style-type: none">15231 Mathematics Standard 1 (2 units – Year 12) | Exclusions: <ul style="list-style-type: none">Maths Standard 2 (2 units – Year 12)Maths Advanced (2 units – Yrs 11 & 12)Maths Extension (1 unit – Yrs 11 & 12)Maths Extension 2 (1 unit – Year 12)Maths Life Skills (2 units – Yrs 11 & 12) |
|---|--|

Course Description

Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

What Students Learn

The study of Mathematics Standard 1 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

Year 12 course

The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic 'Networks'. The Topics and Subtopics are:

| | | |
|--|---|------------------------|
| Topic: Algebra Topic: Measurement | Topic: Statistical Analysis Topic: Financial Mathematics | Topic: Networks |
|--|---|------------------------|


Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol \diamond . Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.

To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.

All students studying the Mathematics Standard course in Stage 6 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.

MATHEMATICS STANDARD 2 – HSC only

| | |
|---|--|
| Course number(s): <ul style="list-style-type: none"> 15236 Mathematics Standard 2 (2 units – Year 12) | Exclusions: <ul style="list-style-type: none"> Maths Standard 1 (2 units – Year 12) Maths Advanced (2 units – Yrs 11 & 12) Maths Extension (1 unit – Yrs 11 & 12) Maths Extension 2 (1 unit – Year 12) Maths Life Skills (2 units – Yrs 11 & 12) |
|---|--|

Students who have followed the Mathematics Standard  pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.

Course Description

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

What Students Learn

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
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Year 12 course

The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic 'Networks'.

| | | |
|---------------------------|-------------------------------------|------------------------|
| Topic: Algebra | Topic: Statistical Analysis | Topic: Networks |
| Topic: Measurement | Topic: Financial Mathematics | |

All students studying the Mathematics Standard 2 course will sit for an HSC examination.

All students studying the Mathematics Standard course in Stage 6 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.

MATHEMATICS ADVANCED

| | |
|---|--|
| Course number(s): <ul style="list-style-type: none"> 11255 Mathematics Advanced (2 units – Year 11) 15255 Mathematics Advanced (2 units – Year 12) | Exclusions: <ul style="list-style-type: none"> Maths Standard (2 units – Year 11) Maths Standard 1 (2 units – Year 12) Maths Standard 2 (2 units – Year 12) Maths Life Skills (2 units – Yrs 11 & 12) |
|---|--|

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 *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, and the following substrands of Stage 5.3:

| | |
|--|---|
| <ul style="list-style-type: none"> Algebraic techniques Surds and indices Equations | <ul style="list-style-type: none"> 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:

| | |
|--|---|
| <ul style="list-style-type: none"> Non-linear relationships | <ul style="list-style-type: none"> 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 course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

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.

What students learn

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
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Year 11 course

The Mathematics Advanced Year 11 course content comprises five Topics, with the Topics divided into Subtopics.

| | |
|--|---|
| Topic: Functions Topic: Trigonometric Functions Topic: Calculus | Topic: Exponential and Logarithmic Functions Topic: Statistical Analysis |
|--|---|

Year 12 course

The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic 'Financial Mathematics' in place of 'Exponential and Logarithmic Functions'.

| | |
|--|---|
| Topic: Functions Topic: Trigonometric Functions Topic: Calculus | Topic: Financial Mathematics Topic: Statistical Analysis |
|--|---|

MATHEMATICS EXTENSION 1

| | | |
|---|---|--|
| Course number(s): <ul style="list-style-type: none"> 11250 Mathematics Extension (1 unit – Year 11) 15250 Mathematics Extension 1 (1 unit – Year 12) | Corequisites: <ul style="list-style-type: none"> 11255 Mathematics Advanced (2 units – Year 11) 15255 Mathematics Advanced (2 units – Year 12) | Exclusions: <ul style="list-style-type: none"> Maths Standard (2 units – Year 11) Maths Standard 1 inc. EXAM (2 units – Year 12) Maths Standard 2 (2 units – Year 12) Maths Life Skills (2 units – Yrs 11 & 12) |
|---|---|--|

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 *Mathematics Years 7–10 Syllabus* and, in particular, 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
- Circle Geometry.

Course Description

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

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.

What Students Learn

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
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Year 11 course

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics.

| | |
|--|---|
| Topic: Functions Topic: Trigonometric Functions | Topic: Calculus Topic: Combinatorics |
|--|---|

Year 12 course

The Mathematics Extension 1 Year 12 course content includes the Topics 'Trigonometric Functions' and 'Calculus' continued from Year 11 and introduces three different Topics.

| | |
|---|--|
| Topic: Proof Topic: Vectors Topic: Trigonometric Functions | Topic: Calculus Topic: Statistical Analysis |
|---|--|

MATHEMATICS EXTENSION 2

| | | |
|---|---|--|
| Course number(s): <ul style="list-style-type: none"> 15260 Mathematics Extension 2 (1 unit – Year 12) | Corequisites: <ul style="list-style-type: none"> 11255 Mathematics Advanced (2 units – Year 11) 15255 Mathematics Advanced (2 units – Year 12) 11250 Mathematics Extension (1 unit – Year 11) 15250 Mathematics Extension 1 (1 unit – Year 12) | Exclusions: <ul style="list-style-type: none"> Maths Standard (2 units – Year 11) Maths Standard 1 inc. EXAM (2 units – Year 12) Maths Standard 2 (2 units – Year 12) Maths Life Skills (2 units – Yrs 11 & 12) |
|---|---|--|

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 Year 12 course and the Mathematics Extension 1 Year 12 course.

Course Description

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

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum.

All students studying the Mathematics Extension 2 course will sit for an HSC examination.

What Students Learn

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
- 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
- provides 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
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

Year 12 course

The Mathematics Extension 2 course comprises five Topics, with the Topics divided into Subtopics.

Topic: Proof

Topic: Vectors

Topic: Complex Numbers

Topic: Calculus

Topic: Mechanics

CAPA

DANCE

Course number(s):

- 11070 Dance (2 units – Preliminary)
- 15070 Dance (2 units – HSC)

Exclusions:

- 16650 Creative Arts Life Skills (2 units – Preliminary) (where Dance is undertaken within the course)
- 16650 Creative Arts Life Skills (2 units – HSC) (where Dance is undertaken within the course)
- 16652 Dance Life Skills (2 units – Preliminary)
- 16652 Dance Life Skills (2 units – HSC)

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 undertake a study of Dance as an artform. While the course builds on the Stages 4 and 5 Dance course, it also caters for students with less experience in Dance.

What students learn

Preliminary course

There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

HSC course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components – Performance, Composition, Appreciation or Dance and Technology.

Course Requirements

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.

The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

Students selecting Dance are required to keep a process diary of the development of all practical core and major study components.

DRAMA

| | | |
|---|---|--|
| Course number(s): <ul style="list-style-type: none"> 11090 Drama (2 units – Preliminary) 15090 Drama (2 units – HSC) | Exclusions: <ul style="list-style-type: none"> 16650 Creative Arts Life Skills (2 units – Preliminary) (where Drama is undertaken within the course) 16650 Creative Arts Life Skills (2 units – HSC) (where Drama is undertaken within the course) | <ul style="list-style-type: none"> 16654 Drama Life Skills (2 units – Preliminary) 16654 Drama Life Skills (2 units – HSC) |
|---|---|--|

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. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

What Students Learn

Preliminary course

Students engage with these components through collaborative and individual experiences. 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.

HSC course

Australian Drama and Theatre, and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.

Group Performance

Three to six students create a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

Individual Project

Students demonstrate their expertise in a particular area. They choose one project from:

| | | |
|---|--|---|
| <ul style="list-style-type: none"> Critical Analysis Design | <ul style="list-style-type: none"> Script-writing Video Drama. | <ul style="list-style-type: none"> Performance |
|---|--|---|

Topics

| | |
|---|--|
| <ul style="list-style-type: none"> Australian Drama and Theatre (Core) Studies in Drama and Theatre | <ul style="list-style-type: none"> Group Performance (Core content) Individual Project |
|---|--|

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.

Students selecting Drama are required to keep a logbook of the development of each of the components Group Performance and Individual Project.

MUSIC 1

Course number(s):

- 11280 Music 1 (2 units – Preliminary)
- 15290 Music 1 (2 units – HSC)

Exclusions:

- 11290 Music 2 (2 units – Preliminary)
- 15300 Music 2 (2 units – HSC)
- 15310 Music Extension (1 unit – HSC)
- 16650 Creative Arts Life Skills (2 units – Preliminary) (where Music is undertaken within the course)
- 16650 Creative Arts Life Skills (2 units – HSC) (where Music is undertaken within the course)
- 16656 Music Life Skills (2 units – Preliminary)
- 16656 Music Life Skills (2 units – HSC)

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

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

What Students Learn

Preliminary course

In the Preliminary course, students 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.

Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

HSC course

In the HSC course, students 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.

Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

Course Requirements

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

MUSIC 2

Course number(s):

- 11290 Music 2 (2 units – Preliminary)
- 15300 Music 2 (2 units – HSC)

Exclusions:

- 11280 Music 1 (2 units – Preliminary)
- 15290 Music 1 (2 units – HSC)
- 16650 Creative Arts Life Skills (2 units – Preliminary) (where Music is undertaken within the course)
- 16650 Creative Arts Life Skills (2 units – HSC) (where Music is undertaken within the course)
- 16656 Music Life Skills (2 units – Preliminary)
- 16656 Music Life Skills (2 units – HSC)

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

While the course builds on the Stages 4 and 5 Music course, it also caters for students with less experience in Music.

What Students Learn

Preliminary course

In the Preliminary course, students 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.

Students study one mandatory topic covering a range of content and one additional topic in each year of the course.

In the Preliminary course, the mandatory topic is Music 1600–1900. The additional topic is chosen from a list of six topics which covers a broad range of styles, periods and genres.

HSC course

In the HSC course, students 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.

Students study one mandatory topic covering a range of content and one additional topic in each year of the course. The additional topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres.

In the HSC course, the mandatory topic is Music of the Last 25 Years (Australian focus).

Course Requirements

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

Submitted works and performances are required to reflect the mandatory and additional topic studied in the HSC.

The additional topic studied in the HSC must be different to the topic studied in the Preliminary course.

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.

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

MUSIC EXTENSION

Course number(s):

- 15310 Music Extension (1 unit – HSC)

Prerequisites:

- 11290 Music 2 (2 units – Preliminary)
- 15300 Music 2 (2 units – HSC)

Studied concurrently with HSC course of Music 2 or at the completion of the HSC course in Music 2 for those students undertaking pathways.

Exclusions:

- 11280 Music 1 (2 units – Preliminary)
- 15290 Music 1 (2 units – HSC)
- 16650 Creative Arts Life Skills (2 units – Preliminary) (where Music is undertaken within the course)
- 16650 Creative Arts Life Skills (2 units – HSC) (where Music is undertaken within the course)
- 16656 Music Life Skills (2 units – Preliminary)
- 16656 Music Life Skills (2 units – HSC)

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

HSC course

The Music Extension course builds on Music 2 Preliminary course and extends the Music 2 HSC course. It assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

What Students Learn

Students specialise in performance or composition or musicology and follow an individual program of study which is negotiated between the teacher and student.

Course Requirements

Students selecting Performance as their area of specialisation will be required to present an ensemble piece within their performance program. Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work.

VISUAL ARTS

Course number(s):

- 11380 Visual Arts (2 units – Preliminary)
- 15400 Visual Arts (2 units – HSC)

Exclusions:

- 16650 Creative Arts Life Skills (2 units – Preliminary) (where VA is within the course)
- 16650 Creative Arts Life Skills (2 units – HSC) (where VA is within the course)
- 16658 Visual Arts Life Skills (2 units – Preliminary)
- 16658 Visual Arts Life Skills (2 units – HSC)

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

What Students Learn

Preliminary course

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. Preliminary course learning opportunities focus on:

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

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

HSC course

HSC course learning opportunities focus on:

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

Course Requirements

Preliminary course:

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

HSC course:

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

HSIE

ANCIENT HISTORY

Course number(s):

- 11020 Ancient History (2 units – Year 11)
- 15020 Ancient History (2 units – Year 12)

Exclusions:

- 16672 Ancient History Life Skills (2 units – Year 11)
- 16672 Ancient History Life Skills (2 units – Year 12)
- 16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Ancient History is undertaken within the course)
- 16699 Human Society and its Environment Life Skills (2 units – Year 12) (where Ancient History is undertaken within the course)

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

What Students Learn

Year 11 course

The Year 11 course comprises three sections.

- **Investigating Ancient History**
 - Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies
- **Features of Ancient Societies**
 - Students study at least two ancient societies
- **Historical Investigation**

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12 course

The Year 12 course comprises four sections.

- **Core Study:** Cities of Vesuvius – Pompeii and Herculaneum
- **One 'Ancient Societies' topic**
- **One 'Personalities in their Times' topic**
- **One 'Historical Periods' topic**

Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course Requirements

Year 11 course

In the Year 11 course, students undertake at least TWO case studies.

- One must be from Egypt, Greece, Rome or Celtic Europe, and
- One must be from Australia, Asia, the Near East or the Americas.

Year 12 course

The course requires study from at least TWO of the following areas:

- | | |
|---|---|
| <ul style="list-style-type: none">▪ Egypt▪ Near East▪ China | <ul style="list-style-type: none">▪ Greece▪ Rome |
|---|---|

MODERN HISTORY

Course number(s):

- 11270 Modern History (2 units – Year 11)
- 15270 Modern History (2 units – Year 12)

Exclusions:

- 16673 Modern History Life Skills (2 units – Year 11)
- 16673 Modern History Life Skills (2 units – Year 12)
- 16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Modern History is undertaken within the course)
- 16699 Human Society and its Environment Life Skills (2 units – Year 12) (where Modern History is undertaken within the course)

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.

What Students Learn

Year 11 course

The Year 11 course comprises three sections.

- **Investigating Modern History**
 - Students undertake at least ONE option from 'The Nature of Modern History', and at least TWO case studies.
- **Historical Investigation**
- **The Shaping of the Modern World**
 - At least ONE study from 'The Shaping of the Modern World' is to be undertaken.

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12 course

The Year 12 course comprises four sections.

- **Core Study: Power and Authority in the Modern World 1919–1946**
- **One 'National Studies' topic**
- **One 'Peace and Conflict' topic**
- **One 'Change in the Modern World' topic**

Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course Requirements

Year 11 course

In the Year 11 course, students undertake at least TWO case studies.

- One case study must be from Europe, North America or Australia, AND
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Year 11 course

Students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.

HISTORY EXTENSION

Course number(s):

- 15280 History Extension (1 unit – Year 12)

Prerequisites:

Either of the following is a prerequisite for entry into Year 12 History Extension:

- 11020 Ancient History (2 units – Year 11)
- 11270 Modern History (2 units – Year 11)

Corequisites:

Either of the following is a co-requisite for Year 12 History Extension:

- 15020 Ancient History (2 units – Year 12)
- 15270 Modern History (2 units – Year 12)

Exclusions:

- 16672 Ancient History Life Skills (2 units – Year 11)
- 16672 Ancient History Life Skills (2 units – Year 12)
- 16673 Modern History Life Skills (2 units – Year 11)
- 16673 Modern History Life Skills (2 units – Year 12)
- 16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Ancient or Modern History is undertaken within the course)
- 16699 Human Society and its Environment Life Skills (2 units – Year 12) (where Ancient or Modern History is undertaken within the course)

Course Description

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

What Students Learn

Year 12 course

The course comprises two sections.

Constructing History

- **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?
- **Case studies**
 - 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.

History Project

- Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

Course Requirements

The course requires students to undertake:

- one case study
- the development of one History Project.

See the [History Extension Stage 6 \(Year 12\) syllabus](#) for further information regarding course requirements.

SOCIETY AND CULTURE

Course number(s):

- 11330 Society and Culture (2 units – Preliminary)
- 15350 Society and Culture (2 units – HSC)

Exclusions:

- 16692 Society and Culture Life Skills (2 units – Preliminary)
- 16692 Society and Culture Life Skills (2 units – HSC)
- 16699 Human Society and its Environment Life Skills (2 units – Preliminary) (where Society and Culture is undertaken within the course)
- 16699 Human Society and its Environment Life Skills (2 units – HSC) (where Society and Culture is undertaken within the 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).

What Students Learn

Preliminary course

- **The Social and Cultural World:** The interactions between persons and groups within societies
- **Personal and Social Identity:** Socialisation and the development of personal and social identity in a variety of social and cultural settings
- **Intercultural Communication:** How people in different social, cultural and environmental settings behave, communicate and perceive the world around them

HSC course

Core

- **Social and Cultural Continuity and Change:** The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- **The Personal Interest Project (PIP):** An individual research project

Depth Studies

TWO to be chosen from:

- **Popular Culture:** The interconnection between popular culture, society and the individual
- **Belief Systems and Ideologies:** The relationship of belief systems and ideologies to culture and identity
- **Social Inclusion and Exclusion:** The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- **Social Conformity and Nonconformity:** The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

Course Requirements

Completion of the Personal Interest Project.

See the Society and Culture Stage 6 syllabus for further information regarding course requirements.

BUSINESS STUDIES

Course number(s):

- 11040 Business Studies (2 units – Preliminary)
- 15040 Business Studies (2 units – HSC)

Exclusions:

- 16688 Business and Economics Life Skills (2 units – Preliminary)
- 16688 Business and Economics Life Skills (2 units – HSC)
- 16699 Human Society and its Environment Life Skills (2 units – Preliminary) (where Business and Economics is undertaken within the course)
- 16699 Human Society and its Environment Life Skills (2 units – HSC) (where Business and Economics is undertaken within the course)

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 encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

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

What Students Learn

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 Requirements

See the Business Studies Stage 6 syllabus for information regarding course requirements.

ECONOMICS

Course number(s):

- 11110 Economics (2 units – Preliminary)
- 15110 Economics (2 units – HSC)

Exclusions:

- 16688 Business and Economics Life Skills (2 units – Preliminary)
- 16688 Business and Economics Life Skills (2 units – HSC)
- 16699 Human Society and its Environment Life Skills (2 units – Preliminary) (where Business and Economics is undertaken within the course)
- 16699 Human Society and its Environment Life Skills (2 units – HSC) (where Business and Economics is undertaken within the course)

Course Description

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes affect individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

What Students Learn

Preliminary course

- **Introduction to Economics:** The nature of economics and the operation of an economy
- **Consumers and Business:** The role of consumers and business in the economy
- **Markets:** The role of markets, demand, supply and competition
- **Labour Markets:** The workforce and role of labour in the economy
- **Financial Markets:** The financial market in Australia, including the share market
- **Government in the Economy:** The role of government in the Australian economy

HSC course

- **The Global Economy:** Features of the global economy and globalisation
- **Australia's Place in the Global Economy:** Australia's trade and finance
- **Economic Issues:** Issues including growth, unemployment, inflation, wealth and management
- **Economic Policies and Management:** The range of policies to manage the economy

Course Requirements

See the Economics Stage 6 syllabus for information regarding course requirements.

LEGAL STUDIES

Course number(s):

- 11220 Legal Studies (2 units – Preliminary)
- 15220 Legal Studies (2 units – HSC)

Exclusions:

- 16689 Citizenship and Legal Studies Life Skills (2 units – Preliminary)
- 16689 Citizenship and Legal Studies Life Skills (2 units – HSC)
- 16699 Human Society and its Environment Life Skills (2 units – Preliminary) (where Citizenship and Legal Studies is undertaken within the course)
- 16699 Human Society and its Environment Life Skills (2 units – HSC) (where Citizenship and Legal Studies is undertaken within the 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 law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. 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.

What Students Learn

Preliminary course

- Part I – The Legal System
- Part II – The Individual and the Law
- Part III – The Law in Practice

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

HSC course

- Core Part I: Crime
- Core Part II: Human Rights
- Part III: Two options

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

Each topic's themes and challenges should be integrated into the study of the topic.

Course Requirements

See the Legal Studies Stage 6 syllabus for information regarding course requirements.

LOTE

FRENCH BEGINNERS

Exclusions:

- French Continuers

Eligibility: Strict eligibility rules apply to the study of this subject. Refer to [Languages courses eligibility criteria](#).

Course Description

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics covered provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

What Students Learn

Topics studied through two interdependent perspectives, the personal world and the French communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of the chosen French-speaking communities through the study of a range of texts.

Preliminary

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

HSC

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French].

Topics

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

Course requirements

Nil.

FRENCH CONTINUERS

Exclusions:

- French Beginners

Eligibility: Strict eligibility rules apply to [Language] Continuers courses where a [Language] in Context and/or a [Language] and Literature course exists. Refer to [Languages courses eligibility rules](#).

Course Description

This course provides opportunities for students to develop their skills and knowledge of [Language]. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of [Language]-speaking communities through the study of a range of texts.

What Students Learn

Modern Languages

The Preliminary and HSC courses have prescribed themes as their organisational focuses:

- The Individual
- The [Language]-speaking communities
- The changing world

Each Modern Languages Continuers syllabus has mandatory topics related to these themes.

Preliminary

Modern Languages

Students' skills in, and knowledge of [Language] will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

HSC

Modern Languages

Students gain insight into the culture and language of [Language]-speaking communities through the study of a range of texts and text types, which reflect the themes and topics.

Course requirements

Nil.

PDHPE

PDHPE

| | |
|--|--|
| Course number(s): <ul style="list-style-type: none">▪ 11300 Personal Development, Health and Physical Education (2 units – Preliminary)▪ 15320 Personal Development, Health and Physical Education (2 units – HSC) | Exclusions: <ul style="list-style-type: none">▪ 16620 Personal Development, Health and Physical Education Life Skills (2 units – Preliminary)▪ 16620 Personal Development, Health and Physical Education Life Skills (2 units – HSC) |
|--|--|

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. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

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.

What Students Learn

Through the study of the PDHPE course, students learn to develop:

- values and attitudes that promote healthy and active lifestyles and communities
- knowledge and understanding of the factors that affect health
- capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis.

Preliminary course

Core topics (60%)

- Better Health for Individuals (30%)
- The Body in Motion (30%)

Options component (40%)

Students select TWO of the following options:

- First Aid (20%)
- Composition and Performance (20%)
- Fitness Choices (20%)
- Outdoor Recreation (20%)

HSC course

Core topics (60%)

- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

Options component (40%)

Students select TWO of the following options:

- The Health of Young People (20%)
- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)

Course Requirements

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

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

COMMUNITY AND FAMILY STUDIES

| | |
|--|--|
| Course number(s): <ul style="list-style-type: none">▪ 11060 Community and Family Studies (2 units – Preliminary)▪ 15060 Community and Family Studies (2 units – HSC) | Exclusions: <ul style="list-style-type: none">▪ Community and Family Studies Life Skills (2 units – Preliminary)▪ Community and Family Studies Life Skills (2 units – HSC) |
|--|--|

Course Description

Community and Family Studies Stage 6 syllabus 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.

What Students Learn

Through the study of the Community and Family Studies course, students learn to develop:

- knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
- knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
- knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
- knowledge and understanding about research methodology and skills in researching, analysing and communicating
- skills in the application of management processes to meet the needs of individuals, groups, families and communities
- skills in critical thinking and the ability to take responsible action to promote wellbeing
- an appreciation of the diversity and interdependence of individuals, groups, families and communities.

Preliminary course

- **Resource Management (20%):** Basic concepts of the resource-management process
- **Individuals and Groups (40%):** The individual's roles, relationships and tasks within and between groups
- **Families and Communities (40%):** Family structures and functions, and the interaction between family and community

HSC course

- **Research Methodology (25%):** Research methodology and skills culminating in the production of an Independent Research Project
- **Groups in Context (25%):** The characteristics and needs of specific community groups
- **Parenting and Caring (25%):** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society

HSC modules

Select ONE of the following:

- **Family and Societal Interactions (25%):** Government and community structures that support and protect family members throughout their lifespan
- **Social Impact of Technology (25%):** The impact of evolving technologies on individuals and lifestyle
- **Individuals and Work (25%):** Contemporary issues confronting individuals as they manage roles within both their family and work environments

Course Requirements

The Preliminary course consists of three mandatory modules and the indicative course time allocated to their study.

The HSC course consists of three mandatory modules representing 75 per cent of course time. An options component representing 25 per cent of course time includes three modules of which students are to study only one.

Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

SPORTS, LIFESTYLE AND RECREATION STUDIES

Course number(s):

- 35014 Sport, Lifestyle and Recreation Studies (1 unit – Preliminary)
- 35015 Sport, Lifestyle and Recreation Studies (2 units – Preliminary)
- 35016 Sport, Lifestyle and Recreation Studies (1 unit – HSC)
- 35017 Sport, Lifestyle and Recreation Studies (2 units – HSC)

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Course Description

Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

What Students Learn

Through the study of Sport, Lifestyle and Recreations course, students learn to develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that affect quality of performance
- an ability to analyse and implement strategies to promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration) such as:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sport
- Sports Administration
- Sports Coaching and Training

Course Requirements

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component.

The time allocated to each optional module is flexible within the range of 20–40 hours depending on the number of units for the course and the way in which the course is delivered.

Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure, however, that the modules selected do not duplicate PDHPE modules.

SCIENCE

BIOLOGY

Course number(s):

- 11030 Biology (2 units – Year 11)
- 15030 Biology (2 units – Year 12)

Pattern of study: A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science

to satisfy pattern of study requirements for the HSC.

Exclusions:

- 16644 Living World Science Life Skills (2 units – Year 11)
- 16644 Living World Science Life Skills (2 units – Year 12)

Course Description

The Year 11 course investigates cellular structure and provides a basis 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 on 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.

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

What Students Learn

Year 11 course

The Year 11 course consists of four modules:

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

Year 12 course

The Year 12 course consists of four modules:

- **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 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.

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

CHEMISTRY

Course number(s):

- 11050 Chemistry (2 units – Year 11)
- 15050 Chemistry (2 units – Year 12)

Pattern of study: A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science

to satisfy pattern of study requirements for the HSC.

Exclusions:

- 16648 Chemical World Science Life Skills (2 units – Year 11)
- 16648 Chemical World Science Life Skills (2 units – 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.

Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.

What Students Learn

Year 11 course

The Year 11 course consists of four modules:

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

Year 12 course

The Year 12 course consists of four modules:

- **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.

PHYSICS

Course number(s):

- 11310 Physics (2 units – Year 11/12)
- 15330 Physics (2 units – Year 11/12)

Pattern of study: A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science

to satisfy pattern of study requirements for the HSC.

Exclusions:

- 16646 Physical World Science Life Skills (2 units – Year 11)
- 16646 Physical World Science Life Skills (2 units – Year 12)

Course Description

The Year 11 course develops students' 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 introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

What Students Learn

Year 11 course

The Year 11 course consists of four modules:

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

Year 12 course

The Year 12 course consists of four modules:

- **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 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.

INVESTIGATING SCIENCE

Course number(s):

- 11215 Investigating Science (2 units – Year 11)
- 15215 Investigating Science (2 units – Year 12)

Pattern of study: A student may count up to:

- **Year 11:** Six units of Science
- **Year 12:** Seven units of Science

to satisfy pattern of study requirements for the HSC.

Exclusions:

- 16642 Investigating Science Life Skills (2 units – Year 11)
- 16642 Investigating Science Life Skills (2 units – Year 12)

Course Description

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

What Students Learn

Year 11 course

The Year 11 course consists of four modules:

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

Year 12 course

The Year 12 course consists of four modules:

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

Course Requirements

Students are provided with 30 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.

TAS

DESIGN AND TECHNOLOGY

| | |
|--|--|
| Course number(s): <ul style="list-style-type: none">▪ 11080 Design and Technology (2 units – Preliminary)▪ 15080 Design and Technology (2 units – HSC) | Exclusions: <ul style="list-style-type: none">▪ 16682 Design and Technology Life Skills (2 units – Preliminary)▪ 16682 Design and Technology Life Skills (2 units – HSC)▪ 16686 Technology Life Skills (2 units – Preliminary) (where Design and Technology is undertaken within the course)▪ 16686 Technology Life Skills (2 units – HSC) (where Design and Technology is undertaken within the course) |
|--|--|

Course Description

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the Preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

What Students Learn

Preliminary course

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, work health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

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 a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

ENGINEERING STUDIES

Course number(s):

- 11120 Engineering Studies (2 units – Preliminary)
- 15120 Engineering Studies (2 units – HSC)

Course Description:

Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

What Students Learn

Preliminary course

Students undertake the study of 4 compulsory modules:

- THREE application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:
 - Engineering Fundamentals
 - Engineered Products and
 - Braking Systems
- ONE focus module relating to the field of Biomedical Engineering.

HSC course

Students undertake the study of 4 compulsory modules:

- TWO application modules relating to the fields of:
 - Civil Structures and
 - Personal and Public Transport
- TWO focus modules relating to the fields of:
 - Aeronautical Engineering and
 - Telecommunications Engineering.

Course Requirements

Preliminary course

Students are required to produce a component of an engineering report in Engineering application module 3, Braking Systems, and then a complete engineering report in Engineering focus module 4, Biomedical Engineering.

HSC course

Students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

FOOD TECHNOLOGY

Course number(s):

- 11180 Food Technology (2 units – Preliminary)
- 15180 Food Technology (2 units – HSC)

Exclusions:

- 16683 Food Technology Life Skills (2 units – Preliminary)
- 16683 Food Technology Life Skills (2 units – HSC)
- 16686 Technology Life Skills (2 units – Preliminary) (where Food Technology is undertaken within the course)
- 16686 Technology Life Skills (2 units – HSC) (where Food Technology is undertaken within the course)

Course Description

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

What Students Learn

Preliminary course

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

HSC course

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

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 study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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

INDUSTRIAL TECHNOLOGY

Course number(s):

- 11200 Industrial Technology (2 units – Preliminary)
- 15200 Industrial Technology (2 units – HSC)

HSC focus area examination codes:

Students choose to study one focus area. The same area is to be studied in both the Preliminary and HSC courses.

- 815 Graphics Technologies
- 819 Timber Products and Furniture Technologies

Exclusions:

- Students can only undertake study in 1 focus area.
- 16684 Industrial Technology Life Skills (2 units – Preliminary)
- 16684 Industrial Technology Life Skills (2 units – HSC)
- 16686 Technology Life Skills (2 units – Preliminary) (where Industrial Technology is undertaken within the course)
- 16686 Technology Life Skills (2 units – HSC) (where Industrial Technology is undertaken within the course)

Course Description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies, highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

Focus Areas

- Graphics Technologies
- Timber Products and
- Furniture Technologies.

What Students Learn

Preliminary course

The following sections are taught on the relevant focus area:

- **Industry Study (15%)**
- **Design (10%)**
- **Management and Communication (20%)**
- **Production (40%)**
- **Industry Related Manufacturing Technology (15%)**

HSC course

The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry:

- **Industry Study (15%)**
- **Major Project (60%)**
 - Design, Management and Communication
 - Production
- **Industry Related Manufacturing Technology (25%)**

Course Requirements

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Preliminary course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

INFORMATION PROCESSES AND TECHNOLOGY

Course number(s):

- 11210 Information Processes and Technology (2 units – Preliminary)
- 15210 Information Processes and Technology (2 units – HSC)

Exclusions:

- 35020 Computing Applications (1 unit – Preliminary)
- 35021 Computing Applications (2 units – Preliminary)
- 35022 Computing Applications (1 unit – HSC)
- 35023 Computing Applications (2 units – HSC)
- 16685 Information Processes and Technology Life Skills (2 units – Preliminary)
- 16685 Information Processes and Technology Life Skills (2 units – HSC)
- 16686 Technology Life Skills (2 units – Preliminary) (where Information Processes and Technology is undertaken within the course)
- 16686 Technology Life Skills (2 units – HSC) (where Information Processes and Technology is undertaken within the course)

Course Description

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

What Students Learn

Preliminary course

- **Introduction to Information Skills and Systems (20%)**
- **Tools for Information Processes (50%)**
- **Developing Information Systems (30%)**

HSC course

- **Project Management (20%)**
- **Information Systems and Databases (20%)**
- **Communication Systems (20%)**
- **Option Strands (40%)** – Students will select TWO of the following options:
 - Transaction Processing Systems
 - Decision Support Systems
 - Automated Manufacturing Systems
 - Multimedia Systems.

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.

The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.

SOFTWARE DESIGN AND DEVELOPMENT

Course number(s):

- 11340 Software Design and Development (2 units – Preliminary)
- 15360 Software Design and Development (2 units – HSC)

Exclusions:

- 35020 Computing Applications (1 unit – Preliminary)
- 35021 Computing Applications (2 units – Preliminary)
- 35022 Computing Applications (1 unit – HSC)
- 35023 Computing Applications (2 units – HSC)

Course Description

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

What Students Learn

Preliminary course

- **Concepts and Issues in the Design and Development of Software (30%)**
- **Introduction to Software Development (50%)**
- **Developing Software Solutions (20%)**

HSC course

- **Development and Impact of Software Solutions (15%)**
- **Software Development Cycle (40%)**
- **Developing a Solution Package (25%)**
- **Options (20%)** – Study ONE of the following options:
 - Programming paradigms or
 - The interrelationship between software and hardware

Course Requirements

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

It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.

LIFE SKILLS

Stage 6 Life Skills courses provides opportunities for students to engage in the study of subjects when they cannot access regular outcomes. These courses have Board Developed status and can be used to meet the requirements for the award of the Record of School Achievement (ROSA) and the Higher School Certificate.

There are no external HSC examinations for Life Skills courses. They cannot be used in the calculation of a student's Australian Tertiary Admission Rank (ATAR).

The decision for a student to study Stage 6 Life Skills courses must be made in collaboration with parents and the school.

For further information about these subjects, see Mr S. Ryan the school's Learning and Support Teacher.

COURSE DESCRIPTIONS

You can also go to the NESA website to view HSC course descriptions and syllabi.

Please note that not all courses on this website are run at Parramatta High School. Please check preceding pages for courses offered at PHS. The course descriptions are also included on the following pages.

English: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english>

Mathematics:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>

Science:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science>

Technologies:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies>

HSIE:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie>

Creative Arts:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts>

PDHPE:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe>

Languages:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages>

VOCATIONAL EDUCATION COURSES

| | | | |
|--|--|---|-----------|
| Course: Hospitality (240 indicative hours) Board Developed Course Number: 26511 | | Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR) | |
| The SIT 20316 Certificate II in Hospitality is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation. | | | |
| By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 1.2) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. | | | |
| Units of Competency | | | |
| 6 Core SITXWHS001 Participate in safe work practices BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry SITXCCS003 Interact with customers SITHIND003 Use hospitality skills effectively SITXCOM002 Show social and cultural sensitivity 6 Electives SITXFSA001 Use hygienic practices for food safety Group A | | SITHFAB005 Prepare and serve espresso coffee Group B SITHFAB007 Serve food and beverage Group B SITXFSA002 Participate in safe food handling practices Group B SITHFAB004 Prepare and serve non-alcoholic beverages Group B SITHCCC003 Prepare and present sandwiches Group B Additional units required to attain an HSC credential in this course SITHCCC001 Use food preparation equipment Other SITXCOM001 Source and present information Group B BSBSUS201 Participate in environmentally sustainable work practices Group B | |
| Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted. | | | |
| Pathways to Industry Skills gained in this course transfer to other occupations. Working in the hospitality industry involves: | | | |
| ▪ Supporting and working with colleagues to meet goals and provide a high level of customer service | | ▪ Prepare for front of house service, manage resources, preparing and serving a range of food and beverages | |
| Examples of occupations in the Hospitality (Food and Beverage) Industry | | | |
| ▪ Café Attendant | | ▪ Food and Beverage Attendant | ▪ Barista |
| Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment. | | | |
| Admission Requirements To enrol in SIT 20316 Certificate II in Hospitality , students should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment and use hand held and larger commercial equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments. | | | |
| Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. 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 qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency. | | | |
| Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher. | | | |
| Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification. | | | |
| Course consumables: Year 11 \$120 Year 12 \$90 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i> | | | |
| A school-based traineeship is available in this course. For more information contact the school's Careers Adviser. | | | |
| Exclusions: VET course exclusions can be confirmed with the school. | | | |

Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on National Training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and will assist students to move to various education and training sectors and employment.

There are two types of Stage 6 VET courses available to students:

1. **Board Developed VET courses** count towards the HSC or RoSA and are classified as Category B subjects. These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 x Preliminary and/or HSC units. **ONLY ONE** Board Developed VET course may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Developed VET courses have specified workplace requirement and include a minimum of 70 hours of **mandatory** industry specific **work placement** that may include up to 50% simulated workplace hours at school as specified by NESA.

2. **Board Endorsed VET Courses** count towards the HSC or RoSA but do not have an HSC examination and therefore do not count in the calculations of the ATAR. Many Board Endorsed VET Courses have mandatory industry specific work placement as specified by NESA.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator, VET Teacher or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and that the course is suitable for their individual needs, knowledge and skills.