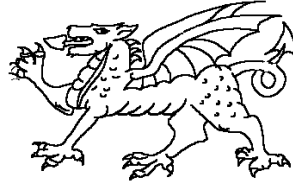


Menai High School



CARE AND COMMITMENT

Patterns of Study for Year 11 2023 Year 12 2024

Handbook

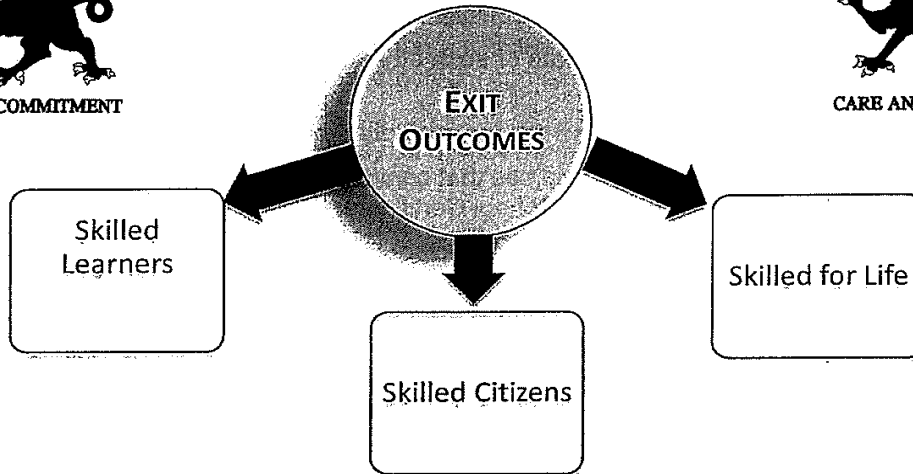
Principal.....Mr B Ellevsen
Deputy Principal (Years 9, 12)..... Mrs R Allen
Deputy Principal (Years 8, 11)..... Mrs E Sayed-Rich
Deputy Principal (Years 7, 10)..... Mr L Meagher

40 Gerald Road
ILLAWONG 2234

Telephone: 9543 7000
Fax: 9543 5513



MENAI HIGH SCHOOL



Skilled Learners -

with the capacity to be independent thinkers who are:

- Literate
- Numerate
- Creative
- Technologically Skilled
- Life Long Learners

Skilled Citizens -

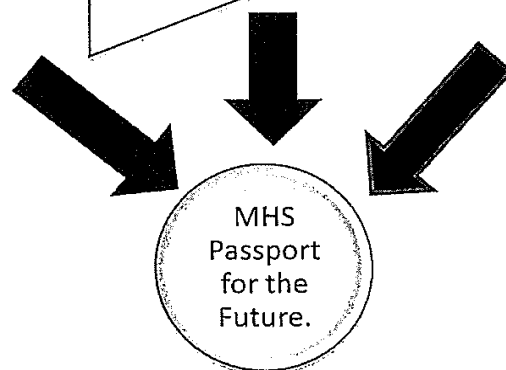
with a local, national and global perspective exercising the values of :

- Respect
- Empathy
- Tolerance
- Integrity
- Excellence
- Responsibility
- Cooperation
- Care
- Fairness
- Democracy

Skilled for Life -

with life skills that enable a proactive approach to living through:

- Communication
- Adaptability
- Organisation
- Problem Solving
- Decision Making
- Resilience
- Teamwork
- Healthy Lifestyle



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Information about the HSC

General Information

This is your introduction to the HSC with many options for study paths being offered. More Information is contained in the following NESA publication:

Studying for the New South Wales Higher School Certificate - An Information Booklet for Year 10 Students.

This can be found on the NESA website at –

studentsonline.nesa.nsw.edu.au/documents/studying-for-the-nsw-hsc.pdf

The HSC

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses are linked to further education and training.
- Extension courses (including undergraduate university courses) enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training (VET) courses count towards the HSC and will also lead to qualifications recognised across a range of industries.
- The HSC includes life skills courses for students with special education needs.
- The HSC fairly assesses each student's knowledge and skills.
- If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.
- For each course you will receive easy-to-understand reports which contain much more information. These reports provide clearer indications of, what you have demonstrated you know, understand and can do in each course.

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 NESA. There is a syllabus for each course which contains:

- 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 these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Ranking (ATAR).

Board Endorsed Courses

These courses are either - Board Endorsed Courses or School Designed Courses.

- Board Endorsed Courses (BECs) 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 special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

There is no external examination for any Board 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.

Vocational Education and Training (VET) Courses

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, tertiary training providers and Universities and will assist students to move to various education and training sectors and employment.

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

Board Developed VET courses are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). 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 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirement and include 70 hours of industry specific mandatory work placement or simulated workplace hours 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.

Due to the specific requirements of a VET course it is recommended students speak to the Head teacher VET / 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.

The VET curriculum framework courses offered at Menai High School are:

Course	Qualification
Business Services	BSB20115 – Certificate II in Business
Construction	CPC20211 – Certificate II in Construction Pathways
Entertainment	CUA30415 – Statement of Attainment towards Certificate III in Live Production and Services
Entertainment with Specialisation Study	CUA30415 –Certificate III in Live Production and Services
Hospitality – Food and Beverage	SIT20316 – Certificate II in Hospitality
Information and Digital Technology	ICT30120 – Statement of Attainment towards Certificate III in Information Technology
Primary Industries	AHC20116 – Certificate II in Agriculture

N.B. Construction, Entertainment and Primary Industries courses require students to **complete and pay** for the Work Health and Safety **Whitecard** course

Life Skills Courses as part of a Special Program of Study

Stage 6 (Years 11 and 12) Life Skills courses will be available for students following a Special Program of Study for the Higher School Certificate.

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

NESA expects that most students would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

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 unit. Each unit involves class time of approximately 1½ hours per week. In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks and will occupy about 3 hours per week.

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

2 Unit Course

- This is the basic structure for all courses. It has a value of 100 marks.

Extension Course

- Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History and Science (History only in Year 12)
- 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.

Requirements for the Award of the HSC

If you wish to be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of 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 Higher School Certificate examinations.
- you must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:

at least 2 units of a Board Developed course in English (English Studies Board Endorsed Course satisfies the pattern of study English requirements)

at least three courses of 2 units value or greater

at least four subjects

- demonstrate a minimum standard of literacy and numeracy

At most 7 units of courses in Science can contribute to Higher School Certificate eligibility.

- ◆ The NESA 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.
- ◆ If you wish to receive the Australian Tertiary Admission Ranking (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. **NB:** No more than 2 units of subject, which includes all VET subjects, can be included in the compilation of the ATAR.

Schedule of Charges	Year 11	Year 12
Voluntary Contributions	\$20	\$20
P&C Family Contribution (\$25/family)	\$25	\$25
Business Services	\$25	\$25
Construction (Vet)	\$45 ^{##}	\$45 ^{##}
Dance	\$10	\$20
Drama	\$20	\$20
Entertainment Industry	\$60 ^{##}	\$60 ^{##}
Exploring Early Childhood	-	\$20
Food Technology	\$50	\$45
Hospitality	\$95 [^]	\$95 [^]
Industrial Technology - Auto	\$60	\$60
Industrial Technology - Timber	\$60	\$50 [#]
Information Processes & Technology	\$50	\$50
Information Tech Support (Vet)	\$25	\$25
Music	\$10 [*]	\$10 [*]
Photography & Digital Imaging	\$80	\$80
Primary Industries	\$30	\$30
Technology Stages 4, 5 & 6	\$50	\$25 ^{##}
Technical Support Levy	\$80	\$80
Textiles & Design	\$30 [#]	\$20 [#]
Visual Arts	\$60 [#]	\$60 [#]
Visual Design	\$50 [#]	\$50 [#]
# Administration Charge for Repeat Subject Changes \$10 # Plus Major Project ## May also require the additional cost of First Aid Certificate/OHS Course * Plus necessary sheet music and backing ** Plus Drawing Instruments ^ Hospitality-plus Chefs Uniform		

HSC Board Developed Courses Offered at Menai High School

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

Subject	Year 11 & Year 12 Course (2 Unit)	Year 11 & Year 12 Course (1 Unit)	Year 12 Extension Course (1 Unit)
Ancient History	Ancient History		
Biology	Biology		
Business Studies	Business Studies		
Chemistry	Chemistry		
Community and Family Studies	Community and Family Studies		
Dance	Dance		
Design and Technology	Design and Technology		
Drama	Drama		
Economics	Economics		
Engineering Studies	Engineering Science		
English	English Standard English Advanced English EAL/D English Studies	English Ext 1	Eng Ext 2
Food Technology	Food Technology		
Geography	Geography		
History Extension			History Ext
Industrial Technology	Industrial Technology - *Automotive Technologies *Multimedia Technologies *Timber Products and Furniture Technologies.		
Information Processes and Technology	Information Processes and Technology		
Investigating Science	Investigating Science		
Languages	Japanese Beginners Japanese Continuers		
Legal Studies	Legal Studies		
Mathematics	Mathematics Standard 1 Mathematics Standard 2 Mathematics Advanced	Mathematics Ext 1	Mathematics Ext 2
Modern History	Modern History		
Music	Music Course 1		
PD/Health/PE	PD/Health/PE		
Physics	Physics		
Science Extension			Science Extension
Society and Culture	Society and Culture		
Studies of Religion I		Studies of Religion I	
Textiles and Design	Textiles and Design		
VET	Construction Business Services Entertainment Industries Hospitality Food & Beverage Information & Digital Technology Primary Industries		
Visual Arts	Visual Arts		

HSC Course Notes

- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology, Dance, Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course but not both
- You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Physics and Investigating Science in meeting the 12 Preliminary or 10 HSC units.
- Industrial Technology Students choose to study ONE of three focus areas. The same area is to be studied in both the Preliminary and HSC courses. The focus areas are:
 - Automotive Technologies
 - Multimedia Technologies
 - Timber Products and Furniture Technologies.

Board Endorsed Courses

The following 2 unit Board Endorsed courses will be offered at Menai High:

Subject	Year 11 & Year 12 Course (2 Unit)	Year 11 & Year 12 Course (1 Unit)	Year 11 Extension Course (1 Unit)
English Studies	English Studies		
Photography Video Digital Media	Photography Video Digital Media		
Sport Lifestyle & Recreation Studies	Sport Lifestyle & Recreation Studies		
Visual Design	Visual Design		

Exclusions applying to Board Endorsed Courses are listed in the course descriptions in Part 2 of this booklet with the relevant BEC course description.

- HSC Standard Mathematics 1 is a non ATAR course.

Life Skills

The following 2 unit Life Skills courses could be offered at Menai High but only after individual learning plans have been discussed with the Principal and Learning Support team.

Subject	Year 11 & Year 12 Course (2 Unit)	Year 11 & Year 12 Course (1 Unit)	Year 11 Extension Course (1 Unit)
English Life skills	English Life skills		
Mathematics Life Skills	Mathematics Life Skills		
HSIE Life skills	HSIE Life skills		
CAPA Life Skills	CAPA Life Skills		
Science Life Skills	Science Life Skills		
PDHPE Life Skills	PDHPE Life Skills		
TAS life Skills	TAS life Skills		

Assessment and Reporting

- HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers are 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.
- Syllabuses, 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.
- 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 (band 6) will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio 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 you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state wide distribution of marks in the course is also shown.)

Year 11

Subject Selection

Instructions

Year 11 Subject Selection Instructions

Subject selections for Year 11, 2023 will be done online. The closing date for subject selections is **Friday 29th July, 2022 (Week 2 Term 3) at midnight**. Please do not leave it until the last day to make your selections in case you have problems that school staff will need to help you with. Before you begin, make sure that you have access to a printer from the computer on which you are going to do this.

Step 1. Open the email you received from Edval Timetables and click on the link, or type in web.edval.com.au after you open the Internet. This will be available from **6pm Thursday 21st July, 2022 (Week 1 Term 3)**.

Step 2. You are now at the Edval Web Choice login page. Enter your code. Your login code and password is in the email sent to you by Edval Timetables and is the information between the asterisks (*). Do not type in the asterisks.

Step 3. After logging in to the site, read the instructions on the web page on the left hand side. Make your subject selections by clicking on your preferred subject in the drop down lists next to each preference.

edval home

edval

This form is for subject selection for the Preliminary HSC in 2010.

Select one subject from each of Preferences 1-6

You must select at least 12 units of study

Make sure you select three

edval®
Edval WebChoice: Simple web-based subject selections!

Preferences | My profile | Log out

A Test, please select your preferences

Tuesday 2009-05-26 12:26:29

Category	Subjects
1 Preference 1	Please select an option
2 Preference 2	Please select an option English - Advanced (Group: EY) English - Standard (Group: E) English As A Second Language (Group: E)
3 Preference 3	Please select an option
4 Preference 4	Please select an option
5 Preference 5	Please select an option
6 Preference 6	Please select an option
7 Off Timetable 1	Please select an option
8 Off Timetable 2	Please select an option
9 Off Timetable 3	Please select an option
10 Reserve pref 1	Please select an option

Remember that the order in which you make your preferences is important. You should choose the subject you most want to do from the list under Preference 1, your second most desired subject under Preference 2, etc.

Make sure you make choices under each of the three reserve preference lists.

You should abide by the NESAs guidelines which were explained to you at the subject selection meeting and which are outlined in your subject selection booklet e.g. you must choose 2 units of English, you may not choose both Industrial Technology Timber and Industrial Technology Auto, you must choose at least 12 units, etc.

Step 4. When you have made your selections, click on the submit button. If your selections meet all the requirements, they will be displayed on the screen and you will be prompted to print a copy.

Please make sure you print a copy of your selections.

If your selections do not meet the requirements, red text will appear at the top of the screen indicating where you have made an error. Please edit your preferences until you no longer have errors. If it is not clear to you what the problem is you will need to contact Ms O'Donnell, Mrs Ferraro, Mrs Cooper or Mr Meagher at school or via email as soon as you can. Emails are:

Ms O'Donnell: courtney.odonnell5@det.nsw.edu.au

Mr Meagher: luke.meagher2@det.nsw.edu.au

Mrs Cooper: dianne.cooper1@det.nsw.edu.au

Mrs Ferraro : LEONIE.FERRARO@det.nsw.edu.au

The site will automatically log you out after a successful submission of preferences.

Step 5. Ask one of your parents to sign your printed sheet on the bottom half of the page, and bring this to school and place it in the box labelled 'Yr11 Subject Selections' at the desk at the front office.

Step 6. You may change your selections as many times as you like up until the closing date of midnight, **Friday 29th July, 2022** by logging back into the site, selecting your new preferences and hitting the submit button. Remember to print off your current selections each time you make a change, have your parent sign the sheet and hand it in to school.

Step 7. If you have difficulty logging-in check your typing and code. If you have difficulty in making your selections re-read the instructions. If you continue to have difficulty, send an email to -

Ms O'Donnell: courtney.odonnell5@det.nsw.edu.au

OR

Mr Meagher: luke.meagher2@det.nsw.edu.au

Section 1

2 Unit Board Developed Courses

HSC Course Descriptions

Recommendations regarding challenging subjects

There are a number of subjects offered that are particularly challenging in terms of content and skills. The following subjects have specific recommendations around students' prior achievement.

Subject	Recommended Level of Achievement
English Advanced	Grade 'A' average in Year 10 English (or as recommended by teacher).
English Extension	Grade 'A' average in Year 10 English (or as recommended by teacher).
Chemistry	Mathematics studied at 5.3 level with minimum Grade B, minimum Grade B in Year 10 Science (or as recommended by teacher).
Physics	Mathematics studied at 5.3 level with minimum Grade B, minimum Grade B in Year 10 Science (or as recommended by teacher).
Engineering	Mathematics studied at 5.3 level with minimum Grade B, minimum Grade B in Year 10 Science (or as recommended by teacher).
Economics	Minimum Grade C in Year 10 Mathematics and English (or as recommended by teacher).
Mathematics Advanced	Studied 5.3 Mathematics in Year 10 (or as recommended by teacher).
Mathematics Extension	Achieved a Grade 'B' average in 5.3 Mathematics in Year 10 (or as recommended by teacher).

Outline of English Subjects

English Advanced

The English Advanced course is designed for students who are strong readers and writers and have the ability to engage in independent critical analysis. Students who succeed in this course, enjoy reading for pleasure, enjoy the study of Shakespeare and have achieved a strong repertoire of skills in composing imaginative and analytical responses throughout their junior years. They also seek to continue to develop the sophistication of their imaginative, persuasive, discursive and analytical writing through a rigorous drafting and refinement process. The texts studied are recognised as quality literature from the Western Literary Canon and, being written as far back as the 16th Century, the language and ideas of these texts are highly complex and can be challenging for young readers. Students who undertake this course are dedicated to the development of their skills as critics, reading widely about the historical, social, political and philosophical paradigms that shape a text in order to develop a personal interpretation. Students who undertake the English Advanced course will be required to complete 1 x 1.5 hour Paper (1 reading/short answer and 1 essay response) + 1 x 2 hour Paper (comprising of 2 essay responses and 1 extended composition either persuasive, discursive, imaginative and/or reflective). Historically, students who have gained a placement in this course ranked in the top 48 students by the end Year 10.

English Standard

The English Standard course is designed for students who wish to demonstrate their skills as readers and writers. Students who succeed in this course work with their teacher to increase the quality of their imaginative, persuasive, discursive and analytical writing. To achieve this, students are expected to engage in a rigorous drafting and refinement process developing their textual analysis and compositional skills. Whilst the text choices are not as complex as the Advanced course, students are expected to conduct thorough analysis of selected texts as well as using these "mentor texts" as examples to refine the quality of their own writing. Students who undertake the English Standard course will be required to complete 1 x 1.5 hour Paper (1 reading/short answer and 1 essay response) + 1 x 2 hour Paper (comprising of 2 essay responses and 1 extended composition either persuasive, discursive, imaginative and/or reflective).

English Extension

English Extension is designed for students who are perceptive readers, writers and critics. Students who succeed in this course have read numerous texts of the Western Literary Canon and enjoy researching the historical, social, political and philosophical paradigms that shape a text. In their junior years, these students have been recognised for their exceptional writing skills and ability to shape their own perspective of a text. They are dedicated to

developing their knowledge and understanding through independent research and critical analysis and seek to develop the sophistication of their responses through a rigorous drafting and refinement process. Historically, students who have gained a placement in this course ranked in the top 20 students by the end of Year 10.

English Studies

The English Studies course is designed for students who wish to refine their literacy skills in an environment free of the pressure of external HSC examinations and the necessity of essay writing. Students suitable for this course do not engage with reading, struggle with analytical essay writing and have attained predominantly D-range responses in their junior years. The English Studies course provides practical skills in writing for real world, non-literary contexts and allows diverse ways of expressing their learning, free of extended essay writing. These students do not want to attend university in the near future and therefore do not need English Standard as a University prerequisite.

EAL/D

The English EAL/D course may be studied by any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for five years or less prior to commencing the Year 11 course. This includes Aboriginal and Torres Strait Islander students from remote Indigenous communities where Standard Australian English is not the language of instruction.

HSC Course Descriptions

Course: English (Standard)	Course No: 11130 Year 11 15130 Year 12
2 units for Year 11 and Year 12 HSC Board Developed Course	Exclusions: English (Advanced); English Studies; English EAL/D; English Extension
<p>Course Description</p> <p>In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.</p> <p>In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.</p> <p>In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.</p>	
<p>Main Topics Covered</p> <p>Year 11</p> <p>The course has two sections:</p> <ul style="list-style-type: none"> • Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. • Two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning. <p>Year 12</p> <p>The course has two sections:</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. • Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. 	
<p>Particular Course Requirements</p> <p>Across the English Standard Stage 6 Course students are required to study:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • texts with a wide range of cultural, social and gender perspectives. <p>Year 11</p> <p>Students are required to study:</p> <ul style="list-style-type: none"> • one complex multimodal or digital text in Module A (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 related texts and textual forms. <p>Year 12</p> <p>Students are required to study:</p> <ul style="list-style-type: none"> • 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 <i>Module C: The Craft of Writing</i> • at least one related text in the <i>Common module: Texts and Human Experiences</i> 	

HSC Course Descriptions

Course: English (Advanced)	Course No: 15140
2 units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: English (Standard); English Studies; English EAL/D
<p>Course Description</p> <p>In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.</p> <p>In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.</p>	
<p>Main Topics Covered</p> <p>Year 11</p> <p>The course has two sections:</p> <ul style="list-style-type: none"> • Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. • Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. <p>Year 12</p> <p>The course has two sections:</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. • Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes. 	
<p>Particular Course Requirements</p> <p>Across the English Advanced Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • texts with a wide range of cultural, social and gender perspectives. <p>Year 11</p> <p>Students are required to study:</p> <ul style="list-style-type: none"> • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts • a wide range of additional related texts and textual forms. <p>Year 12</p> <p>Students are required to study:</p> <ul style="list-style-type: none"> • 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 <i>Module C: The Craft of Writing</i> • at least one related text in the <i>Common module: Texts and Human Experiences</i> 	

HSC Course Descriptions

Course: English Extension	Course No: 11150 Year 11 Extension 15160 Year 12 Extension 1 15170 Year 12 Extension 2
1 unit for Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: English Standard; English Studies; English EAL/D
Prerequisites: English Advanced; English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12; English Extension 1 in Year 12 is a prerequisite for English Extension 2	
<p>Course Description</p> <p>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.</p> <p>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.</p> <p>In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.</p> <p>In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.</p>	
<p>Main Topics Covered</p> <p>Year 11 The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project.</p> <p>Year 12 English Extension 1 course – The course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study. The electives are</p> <ul style="list-style-type: none"> • Literary homelands • Worlds of upheaval • Reimagined worlds • Literary mindscapes • Intersecting worlds <p>English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.</p>	
<p>Particular Course Requirements</p> <p>Across Stage 6 the selection of texts should give students experience of the following as appropriate:</p> <ul style="list-style-type: none"> • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts. <p>Year 11 Students are required to:</p> <ul style="list-style-type: none"> • 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

In the English Extension 1 course students are required to study:

- at least **three** prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2024 document)
- at least TWO related texts.
- In the English Extension 2 course 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 non-fiction
 - poetry
 - critical response
 - script – short film, television, drama
 - podcasts – drama, storytelling, speeches, performance poetry
 - multimedia.

HSC Course Descriptions

Course: English EAL/D	Course No: 11165 Year 11 English EAL/D 15155 Year 12 English EAL/D
2 units for Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: English Advanced; English Standard; English Studies; English Extension
Eligibility rules apply: The English EAL/D course is for students who have been educated in English for five years or less, either in Australia or overseas. The eligibility rules for this course are available on the ACE website.	
<p>Course Description</p> <p>In the English EAL/D Year 11 course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.</p> <p>In the English EAL/D Year 12 course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama; film or media or nonfiction. Through this close study of texts, students develop and apply skills in synthesis.</p> <p>In this course, students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational, and vocational lives.</p>	
<p>Main Topics Covered</p> <p>Year 11</p> <ul style="list-style-type: none"> Students study 3–4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are <i>Language and Texts in Context</i>, <i>Close Study of Text</i> and <i>Texts and Society</i>. Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students. <p>Year 12</p> <ul style="list-style-type: none"> Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. The fourth module, <i>Focus on Writing</i>, is studied concurrently throughout the year to develop students understanding and use of language in developing their own written responses. 	
<p>Particular Course Requirements</p> <p>Across the English EAL/D Stage 6 Course students are required to study:</p> <ul style="list-style-type: none"> a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples texts with a wide range of cultural, social and gender perspectives. <p>Year 11</p> <p>Students are required to:</p> <ul style="list-style-type: none"> 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. <p>Year 12</p> <p>Students are required to:</p> <ul style="list-style-type: none"> 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 <i>Module A: Texts and Human Experiences</i> engage in speaking and listening components in each module. 	

HSC Course Descriptions

Course: English Studies	Course No: 30105 Year 11 English Studies 30115 Year 12 English Studies
2 units for Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: English Advanced; English Standard; English EAL/D; English Extension
<p>Course Entry Guidelines</p> <p>This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.</p> <p>Due to changes in the English Studies course, students considering choosing this course should be advised that:</p> <ul style="list-style-type: none"> • English Studies is a Stage 6 Board Developed Course (Category B) to be implemented with Year 11 from 2018 • From the 2019 HSC, students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses • Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA • To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study. 	
<p>Course Description</p> <p>In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p> <p>In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.</p>	
<p>Main Topics Covered</p> <p>Year 11</p> <ul style="list-style-type: none"> • Students study the mandatory module, <i>Achieving through English: English in education, work and community</i> to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. • Students study 2–4 additional syllabus modules (selected based on their needs and interests). • Students may also study an optional teacher-developed module. <p>Year 12</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. • Students study 2–4 additional syllabus modules (selected based on their needs and interests). • Students may also study an optional teacher-developed module. 	
<p>Particular Course Requirements</p> <p>Across the English Studies Stage 6 Course students are required to study:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • texts with a wide range of cultural, social and gender perspectives. 	

Year 11 and Year 12

Students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series)
- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Year 12

In addition to the above requirements, students in Year 12 **only** are required to:

- study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

HSC Course Descriptions

Course: HSC Ancient History	Course No: 15020
2 units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.</p> <p>The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past. It provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personalities.</p>	
<p>Main Topics Covered</p> <p>Year 11 Preliminary Course</p> <p>Part I – Investigating Ancient History</p> <p>a. Nature of Ancient History - Investigation Ancient Sites and Sources</p> <p>b. Case Studies- Troy, Palmyra and the Silk Road</p> <p>Part II – Features of Ancient Societies</p> <ul style="list-style-type: none"> • Women in Greece and Rome <p>Part III – Historical Investigation</p> <ul style="list-style-type: none"> • The investigation can be either integrated into any aspect of the preliminary course or attempted as one project, individually or as part of a group. <p>Year 12 HSC Course</p> <p>Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum</p> <p>Part II: ONE Ancient Society - Sparta</p> <p>Part III: ONE Personality in their Times -Hatshepsut</p> <p>Part IV: ONE Historical Period - New Kingdom Egypt to the Death of Thutmosis IV</p>	
<p>Particular Course Requirements</p> <p>In the Year 11 Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the Year 12 HSC Ancient History or History Extension courses.</p>	

HSC Course Descriptions

Course: Biology	Course No: 15030
Course Description <p>The <i>Biology Stage 6 Syllabus</i> explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world. Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p> <p>The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.</p> <p>The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.</p>	
Objectives: <p>Year 11 students:</p> <ul style="list-style-type: none">❖ develop knowledge and understanding of the structure and function of organisms❖ develop knowledge and understanding of the Earth's biodiversity and the effect of evolution. <p>Year 12 students:</p> <ul style="list-style-type: none">❖ develop knowledge and understanding of heredity and genetic technologies❖ develop knowledge and understanding of the effects of disease and disorders.	
Particular Course Requirements <p>Students will be required to spend a mandatory 15 hours each in the preliminary and HSC course undertaking a depth study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. This will be assessable along with a variety of other 'in class' assessments and a final HSC examination.</p>	

HSC Course Descriptions

Course: Business Studies	Course No: 15040
2 units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: Nil
Course Description Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human 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.	
Year 11 Preliminary Course Nature of business (20%) – the role and nature of business Business management (40%) – the nature and responsibilities of management Business planning (40%) – establishing and planning a small to medium enterprise Year 12 HSC Course Operations (25%) – strategies for effective operations management Marketing (25%) – development and implementation of successful marketing strategies Finance (25%) – financial information in the planning and management of business Human resources (25%) – human resource management and business performance	

HSC Course Descriptions

Course: Chemistry	Course No: 15050
Course Description <p>The <i>Chemistry Stage 6 Syllabus</i> explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena. Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.</p> <p>The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.</p> <p>The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.</p>	
Objectives: <p>Year 11 students:</p> <ul style="list-style-type: none">❖ develop knowledge and understanding of the fundamentals of chemistry❖ develop knowledge and understanding of the trends and driving forces in chemical interactions. <p>Year 12 students:</p> <ul style="list-style-type: none">❖ develop knowledge and understanding of equilibrium and acid reactions❖ develop knowledge and understanding of the applications of chemistry.	
Particular Course Requirements <p>Students will be required to spend a mandatory 15 hours each in the preliminary and HSC course undertaking a depth study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. This will be assessable along with a variety of other 'in class' assessments and a final HSC examination.</p>	

HSC Course Descriptions

Course: Community and Family Studies	Course No: 15060
2 units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: Nil
Course Description Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.	
Main Topics Covered Preliminary Course <ul style="list-style-type: none">• Resource Management Basic concepts of the resource management process (approximately 20% of course time).• Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time).• Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time). HSC Course <ul style="list-style-type: none">• Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).• Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time).• Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). HSC Option Modules Select one of the following (approximately 25% of course time): <ul style="list-style-type: none">• Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan.• Social Impact of Technology The impact of evolving technologies on individuals and lifestyle.• Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments.	
Particular Course Requirements Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.	

HSC Course Descriptions

Course: Dance **Course No:** 15070

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Projects developed for assessment for Dance are not to be used for assessment in any other subject.

Preliminary Course

Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance (performing), Composition (creating) and Appreciation (writing for Dance). Students studying Dance bring with them a wide range of prior dance experience. Students who study Dance show a level of physical training, creative thinking, collaborative skills, and an interest in the arts in our society.

Components to be completed in the Preliminary course are:

- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%) (allocated by the teacher to suit the specific context of the class).

HSC Course

Students continue to progress their study across the three course components of Performance, Composition and Appreciation and further undertake an in-depth study of dance in either Major Study Performance, Composition, Appreciation or Dance and Technology (Film)

Components to be completed in the HSC course are:

- Core Performance 20%,
- Core Composition 20%,
- Core Appreciation 20%
- Major Study (40%)

Particular Course Requirements

An interest in creative expression through Dance as an art form is emphasised throughout both courses. The integration of the three components of Performance, Composition and Appreciation is a vital part in the study of academic dance.

The published Course Prescriptions, indicate the works and artists to be studied in HSC Core Appreciation and Major Study Appreciation.

HSC Course Descriptions

Course: Design and Technology	Course No: 15080
2 units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: Nil
Course Description <p>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.</p> <p>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.</p>	
Main Topics Covered <p>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, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.</p> <p>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.</p>	
Particular Course Requirements <p>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.</p> <p>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.</p>	

HSC Course Descriptions

Course: Drama	Course No: 15090
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
Course Description Students in Drama study the practices of Making, Performing and Critically Studying. 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. The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project , students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.	
Main Topics Covered Preliminary Course Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles HSC Course Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project	
Particular Course Requirements The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> 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.	

HSC Course Descriptions

Course: Economics	Course No: 15110
2 units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: Nil
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 will impact on 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.	
Main Topics Covered Year 11 Preliminary Course <ul style="list-style-type: none">• 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. Year 12 HSC Course <ul style="list-style-type: none">• 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.	

HSC Course Descriptions

Course: Engineering Studies	Course No: 15120
2 units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: Nil
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.	
Main Topics Covered Preliminary Course Students undertake the study of 4 compulsory modules: <ul style="list-style-type: none">• 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, engineering products and braking systems• One focus module relating to the field of Biomedical engineering. HSC Course Students undertake the study of 4 compulsory modules: <ul style="list-style-type: none">• 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.	
Particular 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.	

HSC Course Descriptions

Course: Food Technology	Course No: 15180
2 units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: Nil
Course Description <p>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.</p> <p>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.</p>	
Main Topics Covered Preliminary Course <ul style="list-style-type: none">• Food Availability and Selection (30%)• Food Quality (40%)• Nutrition (30%) HSC Course <ul style="list-style-type: none">• The Australian Food Industry (25%)• Food Manufacture (25%)• Food Product Development (25%)• Contemporary Nutrition Issues (25%)	
Particular Course Requirements <p>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.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>	

HSC Course Descriptions

Course: Geography	Course No: 15190
2 units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of Geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>	
<p>Year 11 Preliminary Course</p> <p>Biophysical Interactions – how biophysical processes contribute to sustainable management.</p> <p>Global Challenges – geographical study of issues at a global scale such as cultural integration and population.</p> <p>Senior Geography Project – a geographical study of contemporary issues.</p>	
<p>Year 12 HSC Course</p> <p>Ecosystems at Risk – the functioning of ecosystems, their management and protection.</p> <p>Urban Places – study of Mega, World and other large cities and urban dynamics which shape them.</p> <p>People and Economic Activity – a geographic study of economic activity in a local and global context.</p> <p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology and management.</p>	
<p>Particular Course Requirements</p> <p>Students complete a Senior Geography Project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>	

HSC Course Descriptions

Course: HSC History Extension	Course No: 15280
1 unit Year 12 HSC Board Developed Course	Exclusions: Nil
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.	
Main Topics Covered Part 1 – Constructing History Key Questions Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions: <ul style="list-style-type: none">• 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 - The Crusades Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study. The case study provides for an examination of historiography within a specific historical context. Part II – History Project Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.	
Particular Course Requirements The Year 11 course in Modern or Ancient History is a prerequisite for the HSC History Extension course. The Year 12 course in Modern or Ancient History is a co-requisite for the HSC History Extension course.	

HSC Course Descriptions

<p>Course: Industrial Technology (automotive, timber products and furniture industries, or multimedia industries)</p>	<p>Course No: 15200</p>
<p>2 units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course</p>	
<p>Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Board Endorsed Courses</p>	
<p>Course Description</p> <p>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.</p> <p>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. The Focus Areas include Automotive Technologies; Timber Products and Furniture Technologies; and Multimedia Industries.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%) • Design – elements and principles, types of design, quality, influences affecting design (10%) • Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%) • Production – display a range of skills through the construction of a number of projects (40%) • Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%) <p>HSC Course</p> <p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> • Industry Study (15%) • Major Project (60%) <p>Design, Management and Communication Production</p> <ul style="list-style-type: none"> • Industry Related Manufacturing Technology (25%) 	
<p>Particular Course Requirements</p> <p>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.</p> <p>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.</p>	

HSC Course Descriptions

Course: Information Processes & Technology	Course No: 15210
2 units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: Computing Applications CEC
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.	
Main Topics Covered Preliminary Course <ul style="list-style-type: none">• Introduction to Information Skills and Systems (20%)• Tools for Information Processes (50%)• Developing Information Systems (30%) HSC Course <ul style="list-style-type: none">• 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.	
Particular Course Requirements There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. 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.	

HSC Course Descriptions

Course: Investigating Science	Course No: TBA
Note: This is a new subject (offered from 2018) suited as a compliment to students studying one or more of the other Stage 6 Science Subjects, although can be studied independently.	
Course Description <p>The <i>Investigating Science Stage 6 Syllabus</i> is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.</p> <p>The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.</p> <p>The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students’ understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.</p> <p>The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.</p> <p>Investigating Science encourages the development of a range of capabilities and capacities that enhance a student’s ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students’ ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.</p>	
Objectives: <p>Year 11 students:</p> <ul style="list-style-type: none">❖ develop knowledge and understanding of cause and effect❖ develop knowledge and understanding of models, theories and laws. <p>Year 12 students:</p> <ul style="list-style-type: none">❖ develop knowledge and understanding of science and technology❖ develop knowledge and understanding of contemporary issues involving science.	
Particular Course Requirements <p>Students will be required to spend a mandatory 30 hours each in the preliminary and HSC course undertaking a depth study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. This will be assessable along with a variety of other ‘in class’ assessments and a final HSC examination.</p>	

HSC Course Descriptions

Course: Japanese Beginners	Course No: 15820
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Japanese Continuers; Japanese Extension; Heritage Japanese Background Speakers Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's ACE Manual	
Course Description In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. Students' skills in, and knowledge of, Japanese 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 Japanese-speaking communities through the study of a range of texts.	
Main Topics Covered <ul style="list-style-type: none">• Family life, home and neighbourhood• People, places and communities• Education and work• Friends, recreation and pastimes• Holidays, travel and tourism• Future plans and aspirations	
Particular Course Requirements: Nil	

HSC Course Descriptions

Course: Japanese Continuers	Course No: 15820
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: Stage 5 Japanese or equivalent knowledge is assumed.</p> <p>Exclusions: Japanese Beginners, Heritage Japanese; Japanese Background Speakers Strict eligibility rules apply to the study of this subject Check with your teacher or refer to Section 8.2.2.2 of the Board's ACE Manual</p>	
<p>Course Description</p> <p>The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.</p>	
Prescribed Themes	Mandatory Topics
<ul style="list-style-type: none"> • The individual 	<ul style="list-style-type: none"> • Personal world • Daily life • Leisure • Future plans
<ul style="list-style-type: none"> • The Japanese-speaking communities 	<ul style="list-style-type: none"> • Travelling in Japan • Living in Japan • Cultural life
<ul style="list-style-type: none"> • The changing world 	<ul style="list-style-type: none"> • The world of work • Current issues
<p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> • Conversation • Responding to an aural stimulus • Responding to a variety of written material • Writing for a variety of purposes • Studying the culture of Japanese-speaking communities through texts 	
<p>Particular Course Requirements: Nil</p>	

HSC Course Descriptions

Course: Legal Studies	Course No: 15220
2 units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: Nil
Course Description <p>The Year 11 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.</p> <p>The Year 12 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.</p>	
Main Topics Covered <p>Year 11 Preliminary Course</p> <ul style="list-style-type: none">• Part I – The Legal System (40% of course time)• Part II – The Individual and the Law (30% of course time)• Part III – The Law in Practice (30% of course time) <p>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.</p> <p>Year 12 HSC Course</p> <ul style="list-style-type: none">• Core Part I: Crime (30% of course time)• Core Part II: Human Rights (20% of course time)• Part III: Two options (50% of course time) <p>Two options are chosen from:</p> <ul style="list-style-type: none">• Consumers• Global environment and protection• Family• Indigenous peoples• Shelter Workplace• World order <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>	
Particular Course Requirements <p>No special requirements.</p>	

HSC Course Descriptions

Course: Mathematics Standard 1	Course No: 11236 Year 11 15231 Year 12 15232 Year 12 (Optional HSC Exam)
<p>2 Units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course</p> <p>Prerequisites: The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7-10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:</p> <ul style="list-style-type: none">• Area and surface area• Financial mathematics• Linear relationships• Non-linear relationships• Right-angled triangles (Trigonometry)• Single variable data analysis• Volume• Some content from Equations• Some content from Probability <p>Exclusions: Students may not study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.</p>	
<p>Course Description</p> <ul style="list-style-type: none">• 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.• 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.• 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 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 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework. <p>The study of Mathematics Standard 1 in Stage 6:</p> <ul style="list-style-type: none">• enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely• provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs• provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training	

Content

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks.

Main Topics and Subtopics Covered**Year 11**

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Right-angled Triangles
- Rates

- Scale Drawings

Topic: Financial Mathematics

- Investment

- Depreciation and Loans

Topic: Statistical Analysis

- Further Statistical Analysis

Topic: Networks

- Networks and Paths

HSC Course Descriptions

Course: Mathematics Standard 2	Course No: 11236 Year 11 15236 Year 12
2 Units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course	
<p>Prerequisites: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7-10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:</p> <ul style="list-style-type: none">• Area and surface area• Financial mathematics• Linear relationships• Non-linear relationships• Right-angled triangles (Trigonometry)• Single variable data analysis• Volume• Some content from Equations• Some content from Probability	
<p>Exclusions: Students may not study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.</p> <p>Students who have followed the Mathematics Standard 1 \diamond pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.</p>	
<p>Course Description</p> <ul style="list-style-type: none">• 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.• 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.• 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).• All students studying the Mathematics Standard 2 course will sit for an HSC examination.• All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework. <p>The study of Mathematics Standard 2 in Stage 6:</p> <ul style="list-style-type: none">• enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely• provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs• provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies• provides an appropriate mathematical background for students entering the workforce and/or undertaking further tertiary training.	

Content

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks.

Main Topics and Subtopics Covered**Year 11**

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

Year 12

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Right-angled Trigonometry
- Rates and Ratios

Topic: Financial Mathematics

- Investment
- Annuities

Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Topic: Networks

- Network Concepts
- Critical Path Analysis

HSC Course Descriptions

Course: Mathematics Advanced	Course No: 11255 Year 11 15255 Year 12
2 Units Year 11 Preliminary Board Developed Course 2 Units Year 12 HSC Board Developed Course	
<p>Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7-10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:</p> <ul style="list-style-type: none">• Algebraic techniques• Surds and indices• Equations• Linear relationships• Trigonometry and Pythagoras' theorem• Single variable data analysis <p>and at least some of the content from the following substrands of Stage 5.3:</p> <ul style="list-style-type: none">• Non-linear relationships• Properties of Geometrical Shapes <p>Exclusions: Students may not study Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p>	
<p>Course Description</p> <ul style="list-style-type: none">• The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.• The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.• All students studying the Mathematics Advanced course will sit for an HSC examination. <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none">• enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely• provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs• provides opportunities for students to ways of thinking in which problems are explored through observation, reflection and reasoning• provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role• provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.	
<p>Content</p> <p>The Mathematics Advanced Year 11 course content is comprised five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are:</p>	

Main Topics and Subtopics Covered	
<p>Year 11</p> <p>Topic: Functions</p> <ul style="list-style-type: none"> • Working with Functions <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> • Trigonometry and Measure of Angles • Trigonometric Functions and Identities <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Introduction to Differentiation <p>Topic: Exponential and Logarithmic Functions</p> <ul style="list-style-type: none"> • Logarithms and Exponentials <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Probability and Discrete Probability Distributions 	<p>Year 12</p> <p>Topic: Functions</p> <ul style="list-style-type: none"> • Graphing Techniques <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> • Trigonometric Functions and Graphs <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Differential Calculus • The Second Derivative • Integral Calculus <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> • Modelling Financial Situations <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Descriptive Statistics and Bivariate Data Analysis • Random Variables

HSC Course Descriptions

Course: Mathematics Extension 1	Course No: 11250 Year 11 15250 Year 12
<p>1 Unit Year 11 Preliminary Board Developed Course 1 Unit Year 12 HSC Board Developed Course</p> <p>Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7-10 Syllabus</i> 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:</p> <ul style="list-style-type: none"> • Polynomials • Logarithms • Functions and Other Graphs • Circle Geometry <p>Exclusions: Students may not study Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p>	
<p>Course Description</p> <ul style="list-style-type: none"> • 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. <p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • 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 a 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. • provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively 	
<p>Content</p> <p>The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics and Subtopics are:</p>	
<p>Main Topics and Subtopics Covered</p> <p>Year 11</p> <p>Topic: Functions</p> <ul style="list-style-type: none"> • Further Work with Functions • Polynomials <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> • Inverse Trigonometric Functions • Further Trigonometric Identities <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Rates of Change <p>Topic: Combinations</p> <ul style="list-style-type: none"> • Working with Combinatorics 	<p>Year 12</p> <p>Topic: Proof</p> <ul style="list-style-type: none"> • Proof by Mathematical Induction <p>Topic: Vectors</p> <ul style="list-style-type: none"> • Introduction to Vectors <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> • Trigonometric Equations <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Further Calculus Skills • Applications of Calculus <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • The Binomial Distribution

HSC Course Descriptions

Course: Mathematics Extension 2	Course No: 15260 Year 12
<p>1 Unit Year 12 HSC Board Developed Course</p> <p>Prerequisites: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.</p> <p>Exclusions: Students may not study Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p>	
<p>Course Description</p> <ul style="list-style-type: none"> • 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 Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum. • All students studying the Mathematics Extension 2 course will sit for an HSC examination. <p>The study of Mathematics Extension 2 in Stage 6:</p> <ul style="list-style-type: none"> • 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. 	
<p>Content</p> <p>The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:</p>	
<p>Main Topics and Subtopics Covered Year 12</p> <p>Topic: Proof</p> <ul style="list-style-type: none"> • The Nature of Proof • Further Proof by Mathematical Induction <p>Topic: Vectors</p> <ul style="list-style-type: none"> • Further Work with Vectors <p>Topic: Complex Numbers</p> <ul style="list-style-type: none"> • Introduction to Complex Numbers • Using Complex Numbers <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Further Integration <p>Topic: Mechanics</p>	

HSC Course Descriptions

Course: Mathematics Life Skills	Course No: 16611
2 Units Year 11 Preliminary and Year 12 HSC Board Developed Course	
Exclusions: Mathematics Standard, Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2	
Course Description <ul style="list-style-type: none">• The Stage 6 Mathematics Life Skills course aligns with the rationale, aim and objectives of the Stage 6 Mathematics Standard course. The Life Skills content has been developed from the Mathematics Standard syllabus to provide opportunities for integrated delivery.• Stage 6 Mathematics Life Skills course focuses on the development of students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school contexts.• Students are provided with opportunities to apply mathematical operations to practical situations and develop problem-solving in real-life situations. They develop their practical skills in measurement, calculating with money, statistics and using plans and maps. Students also have the opportunity to explore the concepts of earning and spending money and apply their understanding in a range of financial decision-making contexts.• Study in the Stage 6 Mathematics Life Skills course enhances students' access to community living, further education, training and employment.	
Content <p>The structure of the Stage 6 Mathematics Life3 Skills course allows teachers to provide a broad and balanced program that reflects the needs of students within the context of the collaborative curriculum planning process.</p> <p>The course is organised in topics, with the topics divided into subtopics:</p>	
Main Topics and Subtopics Covered <p>Topic: Number and Modelling (Algebra)</p> <ul style="list-style-type: none">• Review of number properties• Mathematical modelling <p>Topic: Measurement</p> <ul style="list-style-type: none">• Everyday measurement• Measuring two-dimensional and three-dimensional shapes <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none">• Decimals, Percentages and Money• Earning Money• Spending Money <p>Topic: Statistics and Probability (Statistical analysis)</p> <ul style="list-style-type: none">• Statistics• Probability <p>Topic: Plans, Maps and Networks (Networks)</p> <ul style="list-style-type: none">• Using Plans Maps and Networks	
The topics provide possible frameworks for addressing the Stage 6 Mathematics Life Skills outcomes and content, and are suggestions only. The course provides flexibility to develop programs appropriate to the needs, strengths, goals, interests and prior learning of students.	
Course Requirements <p>Life Skills courses are for students with special education needs, particularly those with an intellectual disability, who are unable to access the outcomes of the regular courses, even with adjustments to teaching, learning and assessment.</p> <p>On entering students for the Stage 6 Mathematics Life Skills course, the principal is certifying that each student is eligible and the decision is the result of the school's collaborative curriculum planning process. Students are expected to address or achieve one or more of the Stage 6 Mathematics Life Skills outcomes. They need not address or complete all of the content to demonstrate achievement of an outcome.</p>	

HSC Course Descriptions

Course: HSC Modern History	Course No: 15270
2 units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: Nil
Course Description The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments. The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.	
Main Topics Covered Year 11 Course Part 1 – Investigating Modern History The Nature of Modern History Two Case Studies: The Decline and Fall of the Romanovs & The Meiji Restoration Part II – Historical Investigation The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student interest (within parameters). Part III – The Shaping of the Modern World World War I Year 12 HSC Course Part I: Core Study: Power and Authority in the Modern World 1919-1946 (25%) Part II: National Study (25%) Russia and the Soviet Union 1917-1941 Part III: Peace and Conflict (25%) Conflict in the Pacific 1937-1951 Part IV: Change in the Modern World (25%) Civil Rights in the USA 1945-1968	
Particular Course Requirements The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.	

HSC Course Descriptions

Course: Music 1	Course No: 15290
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Music 2	
Course Description In both the Preliminary and HSC courses, students work through tasks in the areas of performance, composition, musicology and aural recognition and develop their understanding of the six concepts of music. The music studied is taken from a range of styles, periods and genres, that is, from different “topics”. Initially, the choice of topics will be led by the teacher, but increasingly as the course goes on topics for study will be chosen by the individual student according to their own developing interests and musical strengths.	
Main Topics Covered Students study three topics in the preliminary course and three different topics in the HSC course. There are 21 topics to choose from. They are designed to cover every possible type of music. By way of example, commonly chosen topics for the HSC course include “An instrument and its repertoire”, “Music of the 20th and 21 st Centuries”, “Music for small ensembles” and “Rock Music”. Classical music, contemporary music and world music styles are all possible areas of study.	
Particular Course Requirements HSC course In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. Each elective must represent one of the three topics studied in the course. The HSC examination includes the following components: Core Component: <ul style="list-style-type: none">• Perform ONE piece of music representative of ONE of the topics studied• Complete the Aural Skills examination Elective Component: <ul style="list-style-type: none">• Topic One – EITHER Performance OR Composition OR Musicology focus• Topic Two - EITHER Performance OR Composition OR Musicology focus• Topic Three - EITHER Performance OR Composition OR Musicology focus The Performance elective allows students to hone their performance skills in their chosen instrument or voice. Many students choose a full performance program (this is traditionally the most popular pattern of study for candidates across the state). Students selecting the Composition elective will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. Students selecting the Musicology elective will analyse and research a selection of pieces relevant to their chosen topic. Their findings are presented in a discussion-style presentation called a “viva voce”.	

HSC Course Descriptions

Course: Personal Development, Health and Physical Education	Course No: 15320
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>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.</p> <p>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.</p>	
<p>Preliminary Course Core Topics (60%)</p> <ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion <p>Optional Component (40%) Students select two of the following options:</p> <ul style="list-style-type: none"> • First Aid • Composition and Performance • Fitness Choices • Outdoor Recreation 	<p>HSC Course Core Topics (60%)</p> <ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance <p>Optional Component (40%) Students select two of the following options:</p> <ul style="list-style-type: none"> • The Health of Young People • Sport and Physical Activity in Australian Society • Sports Medicine • Improving Performance <p>Equity and Health</p>
<p>Particular Course Requirements</p> <p>In addition to core studies, students select two options in each of the Preliminary and HSC courses.</p>	

HSC Course Descriptions

Course: Physics

Course No: 15330

Course Description

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

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

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

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

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Objectives:

Year 11 students:

- ❖ develop knowledge and understanding of fundamental mechanics
- ❖ develop knowledge and understanding of energy.

Year 12 students:

- ❖ develop knowledge and understanding of advanced mechanics and electromagnetism
- ❖ develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics.

Particular Course Requirements

Students will be required to spend a mandatory 15 hours each in the preliminary and HSC course undertaking a depth study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. This will be assessable along with a variety of other 'in class' assessments and a final HSC examination.

HSC Course Descriptions

Course: Science Extension	Course No: TBA
1 unit offered for the HSC only (not preliminary) Board Developed Course The course is designed for students with a special interest in science who have shown that they possess special aptitude for the subject.	
Course Description The course describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum, including: <ul style="list-style-type: none">● why the subject exists● the theoretical underpinnings● what makes the subject distinctive● why students would study the subject● how it contributes to the purpose of the Stage 6 curriculum● how it prepares students for post-school pathways.	
Objectives: <u>Knowledge, Understanding and Skills Students:</u> <ul style="list-style-type: none">● apply the Working Scientifically processes as they are practised● develop extensive knowledge and understanding of the progression of contemporary scientific inquiry and research● develop extensive understanding of the nature, application and processes involved in modern scientific research● develop comprehensive knowledge, understanding and skills, of a specific area of science informed by researching and analysing large data set(s)● develop extensive knowledge, understanding and skills in regard to the current methods of communicating scientific ideas through scientific research <u>Values and Attitudes Students:</u> <ul style="list-style-type: none">● develop positive, values and attitudes towards science● develop an appreciation of the significance of imagination and creativity and their application to scientific research● develop an appreciation of the wonder of science and acknowledge the contribution science has made to contemporary society● recognise the influence of cultural, political and societal influences on the development of scientific knowledge● apply ethical practice in collecting and analysing data and publishing scientific research results.	

HSC Course Descriptions

Course: Society and Culture	Course No: 15350
2 units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>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, from anthropology, communication, cultural and media studies, philosophy, social psychology, and sociology 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).</p>	
<p>Year 11 Preliminary Course</p> <ul style="list-style-type: none"> • The Social and Cultural World (30%) – the interactions occurring between persons and within and between groups, both in contemporary world and societies across time. • Personal and Social Identity (40%) – the process of socialisation, and the development of personal and social identity in individuals and groups in a variety of social and cultural settings. • Intercultural Communication (30%) – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them so that they can better understand each other and their world. <p>Year 12 HSC Course</p> <p>Core</p> <ul style="list-style-type: none"> • Personal Interest Project (40%) - draws together the interests, research skills and personal experiences of the student. • Social and Cultural Continuity and Change (20%)– the nature of social and cultural continuity and change and to examine it through the application of research methods and social theory, in relation to a selected country. <p>Depth Studies</p> <ul style="list-style-type: none"> • TWO (weighted 20% each) to be chosen from: • Popular Culture – the interaction between popular culture, society and the individual. • Social Inclusion and Exclusion - the nature of social inclusion and exclusion and the implications of individuals and goods in societies and cultures. • Social Conformity and Nonconformity – the formation of, and influences on, attitudes and behaviours of groups and their members, including factors influencing conformity, and the role of and responses to nonconformity. 	
<p>Particular Course Requirements</p> <p>Completion of Personal Interest Project.</p>	

HSC Course Descriptions

Course: Studies of Religion I	Course No: 15370
1 unit for each of Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: Studies of Religion II
Course Description Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.	
Year 11 Preliminary Course <ul style="list-style-type: none">• Nature of Religion and Beliefs The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.• Two Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism<ul style="list-style-type: none">- Origins- Principal beliefs- Sacred texts and writings- Core ethical teachings- Personal devotion/expression of faith/observance.	
Year 12 HSC Course <ul style="list-style-type: none">• Religion and Belief Systems in Australia post-1945• Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.• Two Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism<ul style="list-style-type: none">- Significant people and ideas- Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics- Significant practices in the life of adherents.	

HSC Course Descriptions

Course: Textiles and Design	Course No: 15390
2 units for each of Year 11 Preliminary and Year 12 HSC Board Developed Course	Exclusions: Fashion and Textiles TVET CEC 43480 Fashion Design and Technology TVET CEC 41016
<p>Course Description</p> <p>The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%). <p>HSC Course</p> <ul style="list-style-type: none"> • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%). 	
<p>Particular Course Requirements</p> <p>In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p> <p>In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p>	

HSC Course Descriptions

Course: Visual Arts	Course No: 15400
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
Course Description 50% Practical 50% Art History and Art Criticism Year 11 Preliminary Course – Students complete several practical works including a large painting, a series of drawings, sculpture and printmaking. These assignments are designed to extend student’s material practice and skills and prepare them for developing ideas for the HSC Body of Work in Year 12. Students also embark on a series of Case Studies of artists from Australia as well as other cultures, traditions and times. Year 12 HSC Course – Students create the HSC Body of Work in one of the following forms; Painting, Drawing, Photomedia, Collection of Works (more than one medium), Printmaking, Sculpture, Ceramics, Time Based Forms (film), Graphic Design, Textiles and Fibre, Documented Forms. The HSC Body of Work consists of a series of works based on a theme chosen by the student. There are five Case Studies of artists and movements from Australia and other cultures, traditions and times.	
Preliminary Course <ul style="list-style-type: none">• Visual Arts Camp to Bundanon Trust – overnight camp where components of the first practical assessment task are completed• the role and function of artists, artworks, 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 to develop both conceptual strength and meaning in their work• develop material practice and artmaking skills HSC Course <ul style="list-style-type: none">• HSC Body of Work• Five Case Studies of artists, movements and histories• development their practice in artmaking, art criticism, and art history• how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations• how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations• how students may further develop meaning and focus in their work.	
Particular Course Requirements Preliminary Course: <ul style="list-style-type: none">• Assessment 1 - Large painting, small sculpture, process diary plus essay• Assessment 2 – Drawing and photomedia, process diary• Assessment 3 – Collection of works – sculpture, drawing, printmaking, process diary plus essay HSC Course: <ul style="list-style-type: none">• HSC Body of Work plus process diary assessed progressively throughout the year plus HSC external marking• a minimum of five Case Studies (4–10 hours each) – 3 essays• HSC Trial exams and HSC external exam.	

Section 2

Board Endorsed Courses

HSC Course Descriptions

Course: English Studies	Course No: 30105 Year 11 30110 Year 12
2 units for Year 11 Preliminary and Year 12 HSC Board Endorsed Course	Exclusions: English Standard; English Advanced; English EAL/D; English Extension
Course Entry Guidelines <p>This course is designed to meet the specific needs of students who are seeking an alternative to the English (Standard) course and who intend to proceed from school directly into employment or vocational training.</p> <p>Students considering choosing the course should be advised that:</p> <ul style="list-style-type: none">• <i>English Studies</i> is a Stage 6 Board Endorsed Course with no HSC examination.• Satisfactory completion of <i>English Studies</i> as part of the pilot program will fulfil English pattern-of-study requirements for the Higher School Certificate. <i>English Studies</i> will also count towards the six units of Board Developed Courses required for the award of the Higher School Certificate.• Students who complete the course are not eligible for the calculation of an Australian Tertiary Admission rank (ATAR).	
Course Description <p>In the <i>English Studies</i> course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p>	
Main Topics Covered <p>Preliminary Course (120 indicative hours):</p> <ul style="list-style-type: none">• The module 'Achieving through English – English and the worlds of education, careers and community' is mandatory in the Preliminary course.• Students will study a total of 3-5 modules (including the mandatory module), 20-40 indicative hours per module. <p>HSC Course (120 indicative hours):</p> <ul style="list-style-type: none">• The module 'We are Australians – English in citizenship, community and cultural identity' is mandatory in the HSC course.• Students will study a total of 3-5 different modules (including the mandatory module), 20-40 indicative hours per module.• The additional modules for both the Preliminary and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.• Schools may develop and offer one 20-hour module of their own design for the Preliminary year.	
Particular Course Requirements <p>In each of the Preliminary and HSC courses students are required to:</p> <ul style="list-style-type: none">• read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts• undertake study of at least one substantial print text and at least one substantial multi-modal text• be involved in planning, research and presentation activities as part of one individual and/or one collaborative project• engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions• develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.	

HSC Course Descriptions

Course: Photography, Video and Digital Imaging

Board Endorsed Course

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

Course Description

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Main Topics Covered

Modules may be selected in any of the three broad fields of:

- Wet Photography
- Video
- Digital Imaging.

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Particular Course Requirements

Students are required to keep a diary throughout the course.

HSC Course Descriptions

Course: Sport, Lifestyle and Recreation Studies

Board Endorsed Course

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

Students will 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.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.

HSC Course Descriptions

Course: Visual Design
Board Endorsed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
Course Description This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture. Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world. The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.
Main Topics Covered Modules may be selected in any of the four broad fields of: <ul style="list-style-type: none">• graphic design• wearable design• product design• interior/exterior design. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.
Particular Course Requirements Students are required to keep a diary throughout the course.

Section 3

Vocational Education and Training (V.E.T.)



2023 BUSINESS SERVICES COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates
Notification of variations will be made in due time with minimal disruption or disadvantage

Course: Business Services
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

BSB30120 Certificate III in Business
Based on Business Services Training Package V. 8.0 release 2

Units of Competency

Core

BSBCRT311 Apply critical thinking skills in a team environment
BSBPEF201 Support personal wellbeing in the workplace
BSBSUS211 Participate in sustainable work practices
BSBTWK301 Use inclusive work practices
BSBWHS311 Assist with maintaining workplace safety
BSBXCM301 Engage in workplace communication

Electives

BSBTEC201 Use business software applications
BSBPEF301 Organise personal work priorities
BSBTEC202 Use digital technologies to communicate in the work environment
BSBTEC303 Create electronic presentations
BSBOPS201 Work effectively in business environments
BSBINS302 Organise workplace information
BSBTEC301 Design and produce business documents

Recommended Entry Requirements

Students selecting this course should be interested in working in a business environment. They should be able to use a personal digital device including a personal computer or laptop. There will be out of class homework, research activities and assignments.

Examples of occupations in the business services industry:

- administration assistant
- office support junior
- information desk assistant
- clerical worker
- receptionist
- data entry operator

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

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 the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Costs: Resources \$ 25 (Year 11) / \$25 (Year 12)

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance.

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING
2023 CONSTRUCTION COURSE DESCRIPTION

may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Construction**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

CPC20211 Certificate II in Construction Pathways *
Based on Construction, Plumbing and Services Training Package
Version Release 5 (CPC08 v9.8)

Mandatory Units of Competency

CPCCCM1012A Work effectively and sustainably in the construction Industry
CPCCCM1013A Plan and organise work
CPCCCM1014A Conduct workplace communication
CPCCCM1015A Carry out measurements and calculations
CPCCCM2001A Read and interpret plans and specifications
CPCCCM2005B Use construction tools and equipment
CPCCWHS1001 Prepare to work safely in the construction industry
CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Electives 6 out of the following

CPCCJN2001A Assemble components AND
CPCCJN2002B Prepare for off-site manufacturing process OR
CPCCWF2001A Handle wall and floor tiling materials AND
CPCCWF2002A Use wall and floor tiling tools and equipment OR
CPCCBL2001A Handle and prepare bricklaying and blocklaying materials AND
CPCCBL2002A Use bricklaying and blocklaying tools and equipment

CPCCCA2011A Handle carpentry materials
CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground
CPCCCO2013A Carry out concreting to simple form

Additional units required to attain a HSC credential in this course

CPCCCM2006B Apply basic levelling procedures
CPCCWHS1001 Prepare to work safely in the construction industry.

The construction induction certificate (CIC or white card) will be issued by SafeWork NSW upon provision of evidence from an RTO that this competence has been achieved. This will allow student access to construction sites across Australia for work purposes.

Students may apply for Recognition of Prior Learning and/or Credit Transfer provided suitable evidence is submitted.

*** NB advice provided is based on existing NESA course information, however qualification CPC20220 Certificate II in Construction Pathways and Statement of Attainment toward CPC20120 will be delivered, subject to NESA approval**

Recommended Entry Requirements

Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.

Examples of occupations in the construction industry:

- building
- bricklaying
- concreting
- carpentry
- shop fitting
- joinery

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. The SafeWork NSW General Induction Training - (White Card) is a mandatory requirement before commencing work placement.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

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 the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.

Course Costs: Resources \$45 (Year 11) / \$45 (Year 12)
Refund Arrangements on a pro-rata basis

Other (eg: White Card) \$110 (approx.) Plus Text book cost
The white card course is delivered by an external RTO (GTK)

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

Public Schools NSW, Ultimo Registered Training Organisation 90072
VOCATIONAL EDUCATION and TRAINING



Education

2023 ENTERTAINMENT INDUSTRY COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
 Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Entertainment Industry**
 Board Developed Course

2 or 4 Preliminary and/or HSC units in total
 Category B for Australian Tertiary Admission Rank (ATAR)

This is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

**Statement of Attainment towards
 CUA30420 Certificate III in Live Production and Services
 Based on CUA Creative Arts and Culture Training Package
 Version 5.1 (CUA 5.1)**

Units of Competency

Core

CUAIND311 Work effectively in the creative arts industry

CUAIND314 Plan a career in the creative arts industry

Electives

CPCCWHS1001 Prepare to work safely in the construction industry

CUAWHS312 Apply work health and safety practices

CUASOU331	Undertake live audio operations
CUALGT311	Operate basic lighting
CUASTA212	Assist with bump in and bump out of shows
SITXCCS006	Provide service to customers
CUASOU306	Operate sound reinforcement systems
CUAVSS312	Operate vision systems
CUASTA311	Assist with production operations for live performances
CUASMT311	Work effectively backstage during performances

Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

Additional requirement: Entertainment Industry Specialisation Course 1 HSC unit only

To receive the full qualification CUA30420 Certificate III in Live Production and Services students must be deemed competent in all units from the 4 unit Preliminary and HSC course listed above and the units in the specialisation course outlined below.

Units of Competency

BSBPEF301 Organise personal work priorities and development

CUAPPR314 Participate in collaborative creative projects

CUALGT314 Install and operate follow spots

Recommended Entry Requirements

Students selecting this course should be interested in working on the technical production operations of the Entertainment Industry. The course **is not** about performance and entertaining others. Students will study Audio, Customer Service, Lighting, Safety, Staging, Vision and working in the Entertainment Industry and workplace. Students should be able to lift and carry equipment for a successful bump in and bump out, work safely, follow direct instructions from their teacher/supervisor, work with others and communicate clearly. There will be out of class homework, research activities and cluster based assessments to complete. Students studying this course would benefit further from working on events outside of the school environment and not just within. Some events that students work on could be outside of normal school hours.

Examples of occupations in the Entertainment Industry

Sales/Merchandising Assistant	Front of House Assistant	Cinema Projectionist	Technical Assistant
Box Office Assistant	Lighting Technician	Props Designer	Marketing and Promotions
Stage Manager	Sound Technician	Event Assistant	Venue Manager

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours of work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. The SafeWork NSW General Induction Training - (White Card) is a mandatory requirement before commencing work placement.

External Assessment (optional HSC examination for ATAR purposes)

The HSC examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

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 the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Costs: Resources \$60 (Year 11) / \$60 (Year 12)

Refund Arrangements on a pro-rata basis

Other (eg: White Card) \$110 (approx.)

The white card course is delivered by an external RTO (GTK)

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072
VOCATIONAL EDUCATION and TRAINING

2023 HOSPITALITY FOOD and BEVERAGE COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Hospitality - Food and Beverage**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

SIT20316 Certificate II in Hospitality
Based on SIT Tourism, Travel and Hospitality training package
(Release 1.2)

Units of Competency

Core

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCOM002	Show Social and Cultural sensitivity
SITXWHS001	Participate in safe work practices

Electives

SITXCOM001	Source and present information
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITXFSA002	Participate in safe food handling practices
BSBSUS201	Participate in environmentally sustainable work practices
SITHFAB004	Prepare and serve non-alcoholic beverages
SITXFSA001	Use hygienic practices for food safety
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course 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, use hand held and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry:

- Café attendant
- Barista
- Kitchen hand
- Food and beverage attendant

Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality Food and Beverage is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

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 the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Costs: Resources \$95 (Year 11) / \$95 (Year 12)
Refund Arrangements on a pro-rata basis

Other costs: Compulsory uniform Cost TBA
Please see your VET teacher to enquire about financial assistance

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



2023 INFORMATION TECHNOLOGY COURSE DESCRIPTION

This course will change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Information Technology**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This industry curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

Statement of Attainment in partial completion of ICT30120 Certificate III in Information Technology
Based on ICT - Information and Communications Technology (ICT) Version 7.2

Elective

For a Statement of Attainment Towards ICT30120

- | | |
|-----------|--|
| BSBWHS311 | Assist with maintaining workplace safety |
| ICTWEB305 | Produce digital images for the web |
| ICTWEB304 | Build simple web pages |
| ICTSAS308 | Run standard diagnostic tests |
| ICTICT214 | Operate application software packages |

To receive the full qualification ICT30120 (optional)

- | | |
|----------|---|
| ICTWEB30 | Develop web presence using social media |
|----------|---|

Units of Competency

Core

- | | |
|-----------|---|
| BSBCRT301 | Develop and extend critical and creative thinking skills |
| BSBXCS303 | Securely manage personally identifiable information and workplace information |
| BSBXTW301 | Work in a team |
| ICTICT313 | Identify IP, ethics and privacy policies in ICT environments |
| ICTPRG302 | Apply introductory programming techniques |
| ICTSAS305 | Provide ICT advice to clients |

Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in working in the information technology industry. Students should be creative, cooperative and able to work in teams. They should be able to use a personal computer and lift and carry small equipment. Students should be interested in working with operating system software and have an interest in learning the various methods to troubleshoot problems. There will be out of class homework, research activities and assignments.

Pathways to Industry

Working in the information technology industry involves:

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ designing web pages ▪ supporting computer users | <ul style="list-style-type: none"> ▪ networking computers communicating with clients ▪ finding solutions to software problems |
|--|---|

Examples of occupations in the Information Technology industry

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> ▪ Service technician ▪ help desk office | <ul style="list-style-type: none"> ▪ Multimedia developer ▪ On-line service support officer | <ul style="list-style-type: none"> ▪ Technical support officer ▪ Web designer |
|--|---|---|

Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Information and Digital Technology is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

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 they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals and Complaints

Students may lodge an appeal or a complaint about an assessment decision or other decisions through the VET teacher.

Course Costs: Resources \$25 (Year 11)/\$25 (Year 12)

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



2023 PRIMARY INDUSTRIES COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Primary Industries**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

AHC20116 Certificate II Agriculture

Based on AHC – Agriculture, Horticulture and Conservation & Land Management Training Package (AHC) Version 4

Units of Competency

Core

AHCWHS201 Participate in work, health and safety processes
AHCWRK209 Participate in environmentally sustainable work practices
AHCWRK204 Work Effectively in the industry

Electives

AHCINF202 Install, maintain and repair fencing
AHCMOM202 Operate tractors
AHCWRK201 Observe and report on the weather
AHCPMG201 Treat weeds
AHCCHM201 Apply chemical under supervision

AHCLSK202 Care for health and welfare of livestock
AHCLSK205 Handle livestock using basic techniques
AHCLSK211 Provide feed for livestock
AHCLSK204 Carry out regular livestock observation

AHCLSK206 Identify and mark livestock
AHCLSK209 Monitor water supplies
AHCPCM201 Recognise plants
AHCNSY203 Undertake propagation activities
AHC SOL202 Assist with soil or growing media sampling and testing
AHC BIO201 Inspect and clean machinery for plant, animal and soil materials

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in working in the school farm and with livestock. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. They will be required to attend out of school hours activities e.g. showing livestock at local agricultural show, tending to the livestock. There will be out of class homework, research activities and assignments.

Examples of occupations in Primary Industries

- animal attending
- dairy farming
- livestock rearing and breeding
- poultry production
- beef production
- nursery worker
- horticulture
- crop production
- horse care
- pest and disease control
- sheep and wool production

Mandatory HSC Course Requirements.

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Primary Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

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 the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Costs: Resources \$30 (Year 11)/\$30 (Year 12)

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

