

# ST JOHNS PARK HIGH SCHOOL



2024 | 2025

## **SENIOR CURRICULUM & SUBJECT SELECTION HANDBOOK**

# Table of Contents

## Studying for the HSC at St Johns Park High School

Moving into the senior school	Page 3
-------------------------------	--------

## HSC Requirements

Eligibility for the HSC	Page 4
HSC Pathways	Page 4
The HSC Curriculum	Page 5
Mandatory Study Requirements	Page 6
HSC Minimum Standard	Page 7
The Australian Tertiary Admission Rank (ATAR)	Page 8
Satisfactory Completion of a Course	Page 8
Assessment and Reporting	Page 9
Courses offered at S Johns Park High School	Page 10

## Planning your Pattern of study

Step 1: Deciding what you want to do	Page 13
Step 2: Sample Course Patterns	Page 13
Step 3: Planning	Page 17

## Courses

### Board Developed Courses

<b>English</b>	▪ Drama	2 units	Page 19
	▪ English Advanced	2 units	Page 20
	▪ English EAL/D	2 units	Page 21
	▪ English Extension 1	1 unit	Page 22
	▪ English Standard	2 units	Page 23
	▪ English Studies	2 units	Page 24
<b>Mathematics</b>	▪ Mathematics Advanced	2 units	Page 25
	▪ Mathematics Extension 1	1 unit	Page 26
	▪ Mathematics Standard	2 units	Page 27
<b>Science</b>	▪ Biology	2 units	Page 28
	▪ Chemistry	2 units	Page 29
	▪ Earth and Environmental Science	2 units	Page 30
	▪ Investigating Science	2 units	Page 31
	▪ Physics	2 units	Page 32
<b>HSIE</b>	▪ Aboriginal Studies	2 units	Page 33
	▪ Ancient History	2 units	Page 34
	▪ Business Studies	2 units	Page 35
	▪ Economics	2 units	Page 36
	▪ Geography	2 units	Page 37
	▪ Legal Studies	2 units	Page 38
	▪ Modern History	2 units	Page 39
	▪ Studies of Religion I	1 unit	Page 40

<b>PDHPE</b>	▪ Community and Family Studies	2 units	Page 41
	▪ Personal Development, Health and Physical Education	2 units	Page 42
<b>Industrial Arts</b>	▪ Agriculture	2 units	Page 43
	▪ Engineering Studies	2 units	Page 44
	▪ Industrial Technology - Timber Products & Furniture Technologies	2 units	Page 45
<b>Home Economics</b>	▪ Food Technology	2 units	Page 46
	▪ Enterprise Computing	2 units	Page 47
	▪ Textiles & Design	2 units	Page 48
<b>Creative Arts (CAPA)</b>	▪ Music 1	2 units	Page 49
	▪ Visual Arts	2 units	Page 50
<b>Languages</b>	▪ Italian Beginners	2 units	Page 51
	▪ Italian Continuers	2 units	Page 52

### ***Vocational Education and Training Courses -School Based***

<b>Vocational Education and Training (VET)</b>	General Information		Page 54
	▪ Construction	2 units	Page 55
	▪ Hospitality – Food and Beverage	2 units	Page 57
	▪ Information and Digital Technology	2 units	Page 58
	▪ Retail Services	2 units	Page 60

### ***Life Skills Courses***

Special Program of Studies: Life Skills	Page 62
---	---------

### ***Content Endorsed Courses (CEC)***

<b>PDHPE</b>	▪ Sport, Lifestyle and Recreation Studies	1 or 2 units	Page 66
<b>Home Economics</b>	▪ Exploring Early Childhood	1 or 2 units	Page 67
<b>Creative Arts (CAPA)</b>	▪ Photography, Video and Digital Imaging	2 units	Page 68
	▪ Visual Design	1 or 2 units	Page 69

### ***Board Developed HSC Courses (Year 12 only)***

<b>English</b>	▪ English Extension 1 and 2	1 unit	Page 71
<b>HSIE</b>	▪ History Extension	1 unit	Page 72
<b>Mathematics</b>	▪ Mathematics Extension 2	1 unit	Page 73
	▪ Mathematics Standard 1 and 2	2 units	Page 74
<b>Science</b>	▪ Science Extension	1 unit	Page 75

### **Online Subject Selection**

Online Subject Selection Instructions	Page 76
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# Studying for the HSC at St Johns Park High School

## Moving into the Senior School

You have reached that stage of your school career where you need to make some important decisions. In making the transition from School to Work, there are a number of pathways to choose from. These include:

- Completing an HSC in order to undertake further study at University.
- Completing an HSC and then continuing on with further study at TAFE or another educational centre.
- Completing an HSC and then moving directly into the workforce.
- Leaving school to study at TAFE.
- Leaving school to start full time employment.

You are in the driver's seat and it is you who decides which road to go down. It is important that you take the time to get advice, make decisions based on fact and take the road that is best suited to you.

To assist you in working through the maze of information and to make informed decisions, a number of activities have been planned. These include:

- Meeting to discuss Subject Selection
- Subject Selection Information Evening
- Senior Subject Fair
- Senior School Interview Day

This booklet contains information about requirements for completing a Higher School Certificate and all the subjects offered at St Johns Park High School for the senior years of your education.

If you intend returning to school next year, it is important that you read this booklet thoroughly, ask lots of questions, work through the planning pages, discuss your decisions with your family and choose your subjects carefully. For such an important decision, take the time, to get it right, the first time! This is an investment in your future.

### **A few tips for students .....**

There are a few things to remember when selecting your subjects for next year

- Choose those subjects that you like and that you are good at. You have more chance of being successful when you are studying a subject that you find enjoyable.
- Don't choose a subject based on teachers. You may find that your favourite teacher is not teaching that subject next year. It is not until the end of Term 4 that your teachers know what classes they will be taking in the coming year.
- Be an individual and don't choose subjects based on what your friends are choosing. As individuals we all have different strengths and interests. Build on your strengths
- When considering which courses to study, explore the content of a course. For example,
  - what are the course outcomes?
  - Will you be required to submit a major work, or perform, as part of your exams?
- Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections

# HSC Requirements

## Eligibility for the Higher School Certificate (HSC)

The **HIGHER SCHOOL CERTIFICATE** is the highest educational award you can gain in New South Wales schools. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

### To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a **NSW Education Standards Authority (NESA)** recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the required HSC exams
- meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course

## Understanding HSC Pathways *(A pathway is one of the ways in which a student may gain the HSC)*

St Johns Park High offers its students **two** pathways to complete the HSC:

- **Pathway 1** – HSC **with** an Australian Tertiary Admission Rank (ATAR). This is a pathway for students who wish to enter university upon completion of their HSC or need an ATAR for entry into a chosen profession (e.g. police force).
- **Pathway 2** – HSC **without** an ATAR. This pathway is for students who may wish to undertake further studies or training at TAFE or enter the workforce upon completion of their HSC.

### Other pathways provided NESA include:

1. **Accumulating** - You can take up to five consecutive years to finish your studies, starting from the first year you complete an HSC course. After five years, you must have met all HSC requirements, including the HSC minimum standard (from 2020).
2. **Repeating** - You can repeat one or more courses within the five years (see pathway 1) without penalty. Your Record of Achievement will show the results of all attempts. The Universities Admissions Centre (UAC) will calculate your Australian Tertiary Admission Rank (ATAR) from the results of your most recent attempt
3. **Transferring credit and recognition of prior learning (RPL)** - You may be able to count courses you did at TAFE or other educational institutions towards your HSC as 'credit transfer'. **Or**, you may not need to complete some course components if you can show that you have met the necessary outcomes in another way, such as through interstate study, as 'RPL'. This may apply to a Preliminary course, part of a Preliminary course or part of an HSC course.
4. **Accelerating** - You may be able to accelerate in a course, sit for the HSC exam for that course (usually at the end of Year 11) and accumulate your results.
5. **Studying during an apprenticeship or traineeship** - You can complete a school-based apprenticeship or traineeship while you study. These combine paid work and training, lead to a recognised Vocational Education and Training (VET) credential and count towards your HSC.

# The HSC Curriculum

## Subjects

A subject is the general name given to an area of study and a subject may offer one or more courses. English, Mathematics, History, Studies of Religion, Music and some Languages are subjects which offer more than one course. The other subjects each offer a 2-unit course.

## Types of Courses

- 1. Board Developed Courses** – are the courses for which the Education Standards develops a syllabus, setting out objectives, outcomes, structures and content. These courses are examined externally as part of the HSC examination and **contribute to the calculation of the ATAR.**
- 2. Board Endorsed Courses** – these courses count towards the HSC and are listed on your Record of Achievement. However, these **do not count towards the calculation of the ATAR.**
- 3. Special Education (Life Skills Courses)** – these can be a combination of Board Developed Life Skills course; Board Developed Courses; and Board Endorsed Course. Stage 6 Life Skills courses provide options for students with special education needs who are unable to access regular course outcomes. Life Skills courses do not count towards the ATAR.
- 4. Vocational Education and Training Courses (VET)** - VET Courses teach skills that are relevant to future study and employment. These courses allow for both HSC qualifications and Australian Qualifications Framework (AQF) accreditation. The AQF qualifications are recognised by industry and employers throughout Australia.  
**These courses require you to spend a minimum number of hours (70 hours per course) in the workplace (NESA Requirement).** In Year 11 and again in Year 12 you must spend one whole week working in industry to fulfil course requirements. During these two weeks of absence from school, it is your responsibility to catch up with work and complete tasks in all the other subjects.

Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR.

## Units of Study

Most courses offered for the HSC have a value of two units (2 unit) in the Preliminary study pattern and two units in the HSC study pattern. Each unit requires approximately **60 hours** of classroom study per year or 3 periods per fortnight. A two-unit course over two years requires approximately **240 hours** of classroom work or 6 periods per fortnight. All courses have a value of two units. Some exceptions are provided:

- A number of Board Endorsed Courses (Content Endorsed Courses in this booklet);
- The Studies of Religion (1 unit) course, which must be studied for 3 periods per cycle for 120 hours over Years 11 and 12 **can be** included in the ATAR.
- HSC extension courses - **Extension study** is available in Mathematics, English, History, Science, some languages, and some VET courses. Extension courses build on the content of the two-unit course, and require students to study beyond the two-unit course (this replaces the old 3-unit courses in some subjects)

## Mandatory Study Requirements

- **English** is the only **compulsory HSC subject**.

To be eligible for the award of the HSC you must satisfactorily complete **at least 12 units** in your Preliminary study pattern and **at least 10 units** in your HSC study pattern. Both patterns of study must include:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English, or English Studies
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects

- **No more than six units of courses in Science** can contribute to the Preliminary year and **no more than seven units of courses in Science** can contribute to the HSC

- **All My Own Work** is also a mandatory course that all students must complete as part of their HSC. A full description is provided later in this booklet. To be eligible for a Higher School Certificate all students must complete the **HSC: All My Own Work program** or its equivalent. The program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The course consists of 5 modules. These are outlined below;

### 1. Scholarship Principles and Practices

- What are the principles of good scholarship?
- Why do people cheat?
- What are the consequences of cheating in the HSC?

### 2. Acknowledging Sources

- What, When, Why and How of 'acknowledging sources'
- What strategies can students use in the preparation for the acknowledgement of sources in their work

### 3. Plagiarism

- What is plagiarism?
- How is it detected?
- What are the implications?

### 4. Copyright

- What is copyright?
- Why is it important to respect copyright?

### 5. Working with others

- What strategies can be used to ensure appropriate collaboration in a group work context?

The program will be offered in Term 4 of Year 10 as part of a unit of work during EX-10-SION, delivered in English. All modules must be completed to a **satisfactory level** before a student is deemed to have completed the program.

- **Life Ready** is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school.
- Meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course (see page 7 for more detailed information on meeting the minimum standard).

## HSC Minimum Standard

### What is the HSC minimum standard?

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students. NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website.

From 2020, only students who meet the HSC minimum standard will receive a HSC credential. To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life. Students who do not meet the HSC minimum standard can still

- Study HSC courses
- Sit the HSC exams
- Receive HSC assessment and exam results
- Receive an ATAR for University applications
- Receive a Record of School Achievement

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Students get up to four times per year to sit each minimum standard reading, writing or numeracy test.

At least 30 calendar days is required before re-attempting a test in the same domain.

Students can take the tests from Year 10 until up to five years after starting their first HSC course.

Schools will help students decide when they are ready to take each test.

Students planning to [leave school before completing their HSC](#) may choose to take these tests to show their level of literacy and numeracy skills.

### Disability provisions and exemptions

Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills Mathematics will be exempt from the Numeracy minimum standard test.

Further Information can be found at NSW Education Standards Authority (NESA)

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



## Australian Tertiary Admission Rank (ATAR)

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities.

From 2025, there will be no distinction between Category A and Category B courses.

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

Your ATAR is calculated from your:

- best 2 units of English
- best 8 units from your remaining units.

The following students are not eligible to receive an ATAR:

- International Baccalaureate (IB Diploma) candidates (they are allocated a UAC rank based on their IB Admissions core)
- students undertaking tertiary preparation programs such as the Tertiary Preparation Certificate (TPC) and Open Foundation.

For more information please visit the UAC Website: <https://www.uac.edu.au/future-applicants/atar/atar-eligibility>

## Satisfactory Completion of a Course

You'll be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that you have:

- followed the course developed or endorsed by NESAs
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes
- made a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course

You also need to make a serious attempt at the examination for the course. For more information about HSC eligibility requirements, visit the NESAs website <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>.

Failure to satisfactorily complete a course will result in that course not contributing to the eligibility requirements. If the course is a 2-unit course with an associated extension course, failure to satisfactorily complete the 2-unit course will result in neither the 2-unit nor the extension course contributing towards your ATAR.

## The difference between HSC subject areas and courses

Within an HSC subject area (e.g. mathematics) there may be a number of courses (e.g. Mathematics Standard 2, Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2).

If a student studies, for example, Mathematics Extension 1, Mathematics Extension 2, English Advanced, English Extension 1 and Biology they will not meet the four subject area requirement because they have only studied three subject areas: Mathematics, English and Biology. (Extension subjects do not count as an additional subject area.)

To access a list of HSC courses and their subject areas to be examined in 2025, follow the link:

[https://www.uac.edu.au/future-applicants/atar/atar-courses#hsc\\_course\\_list](https://www.uac.edu.au/future-applicants/atar/atar-courses#hsc_course_list)

## Assessment and Reporting

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- School-based assessment tasks will contribute to 50% of your HSC mark. The other 50% will come from the HSC examination.
- HSC results for VET courses are delivered at two levels. Assessment is competency based, with students receiving a competency log. An external exam is optional and will represent 100% of their mark in this course for the HSC.
- You are required to complete school-based assessment tasks for each Board Developed HSC Course, other than VET courses. For VET courses a competency-based assessment program will apply.
- School-based assessment counts for 50% of your overall mark in each course, and is reported on your **HSC Record of Achievement (RoSA)**
- School-based assessment tasks are designed to measure performance in a wide range of objectives that may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.
- 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.

## Courses offered at St Johns Park High School

### Board Developed Courses

Faculty	Course Name	Units	Subject Area
English	▪ Drama	2 units	Drama
	▪ English Advanced	2 units	English
	▪ English EAL/D	2 units	English
	▪ English Extension (by application)	1 unit	English
	▪ English Standard	2 units	English
	▪ English Studies	2 units	English
Mathematics	▪ Mathematics Accelerated	2 units	Mathematics
	▪ Mathematics Accelerated Extension	1 unit	
	▪ Mathematics Advanced	2 units	
	▪ Mathematics Extension 1 (by application)	1 unit	
	▪ Mathematics Standard	2 units	
Science	▪ Biology	2 units	Biology
	▪ Chemistry	2 units	Chemistry
	▪ Earth and Environmental Science	2 units	Earth and Environmental Science
	▪ Investigating Science	2 units	Investigating Science
	▪ Physics	2 units	Physics
			(*max of 7 units of Science)
HSIE	▪ Aboriginal Studies	2 units	Aboriginal Studies
	▪ Ancient History	2 units	Ancient History
	▪ Business Studies	2 units	Business Studies
	▪ Economics	2 units	Economics
	▪ Geography	2 units	Geography
	▪ Legal Studies	2 units	Legal Studies
	▪ Modern History	2 units	Modern History
	▪ Studies of Religion	1 unit	Studies of Religion
PDHPE	▪ Community and Family Studies	2 units	Community and Family Studies
	▪ Personal Development, Health and Physical Education	2 units	Personal Development, Health and Physical Education
Industrial Arts	▪ Agriculture	2 units	Agriculture
	▪ Engineering Studies	2 units	Engineering Studies
	▪ Industrial Technology - Timber Products & Furniture Technologies	2 units	Industrial Technology
Home Economics	▪ Food Technology	2 units	Food Technology
	▪ Enterprise Computing	2 units	Enterprise Computing
	▪ Textiles & Design	2 units	Textiles & Design
Creative Arts (CAPA)	▪ Music 1	2 units	Music
	▪ Visual Arts	2 units	Visual Arts
Languages	▪ Italian Beginners	2 units	Italian
	▪ Italian Continuers	2 units	
Vocational Education and Training (VET)	▪ Construction	2 units	Construction
	▪ Hospitality – Food and Beverage	2 units	Hospitality
	▪ Information and Digital Technology	2 units	Information and Digital Technology
	▪ Retail Services	2 units	Retail Services

### Life Skills Courses

Life Skills courses provide students who have special education needs with the opportunity to fulfil the requirements for the award of the Life Skills HSC. These courses enable students to gain course specific knowledge and understanding, skills, values and attitudes that will be appropriate to post school environments, such as: community living; further education; and employment.

## Vocational Education and Training (VET)

NESA has developed a variety of curriculum frameworks (a series of courses) for various industries. Within each framework there are a number of courses. Students must undertake a work placement to complete these courses successfully.

Curriculum Framework	Qualification	HSC Examination (optional)
Construction	Certificate II in Construction Pathways*	Yes
Information and Digital Technology	Statement of Attainment towards Certificate III Information Digital Media & Technology*	Yes
Retail Services	Certificate III in Retail*	Yes
Hospitality (Food and Beverage)	Certificate II in Hospitality*	Yes

The courses below marked \* will include a written examination at the end of the Preliminary Course and at the Trial HSC. For the Higher School Certificate only students who wish to obtain an ATAR must sit for a written examination in addition to the other requirements of the course.

## TAFE and other VET Courses

A wide range of Board Endorsed VET Courses and Content Endorsed courses are available through TAFE. In order to study at **TAFE** students will need to submit an expression of interest to Ms Andrew, Head Teacher Careers & Senior Pathways and final approval will be given by the Principal.

## Content Endorsed HSC Courses

These are 1-unit and 2-unit courses, which contribute to the HSC but cannot be included in the calculation of the ATAR.

Courses	Units	Faculty
Exploring Childhood	1, 2	Home Economics
Numeracy	2	Mathematics
Photography	2	CAPA
Sport, Lifestyle and Recreation Studies	1, 2	PDHPE
Visual Design	1	CAPA

## Exclusions

The NSW Education Standards Authority has placed exclusions on the combination of certain courses that have similar content. A list of courses and exclusions appear below.

<b>Course</b>	<b>Exclusion</b>
Biology	No more than 6 units of Science in total in Preliminary
Chemistry	No more than 6 units of Science in total in Preliminary
Earth and Environmental Science	No more than 6 units of Science in total in Preliminary
English Studies	English: Advanced, Standard, EAL/D, Life Skills Extension English
English Standard	English: EAL/D, Advanced, English Life skills, English Studies, English Extension
English Advanced	English: EAL/D, Standard, English Life skills, English Studies
English EAL/D	English: Standard, Advanced, Extension, Studies, Life Skills
Mathematics Standard	No other Mathematics courses
Hospitality	Only 2 units of Hospitality can be studied at one time
Industrial Technology	Any other Industrial Technology course
Investigating Science	No more than 6 units of Science in total in Preliminary
Mathematics Extension	Mathematics Standard
Mathematics Standard	Can be studied with no other Mathematics course
Music 1	Music 2
Music 2	Music 1
Physics	No more than 6 units of Science in total in Preliminary
Studies of Religion 1	Only one of these courses can be counted in a pattern of study.
Visual Arts	The body of work completed in Ceramics, Photography and Visual design can only be used for that subject. The body of work may not be replicated and used in Visual Arts or any of the Content Endorsed Courses mentioned here
Languages	No Beginner/Continuer course can be studied at the same time in the same language
<b>Exclusions for HSC Content Endorsed Courses (CECs)</b>	
Photography (CEC)	Works developed for assessment in Photography, Video and Digital Imaging are not to be used either in full or in part for assessment in any other subject.
Sport Lifestyle Recreation Studies (CEC)	Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.
Visual Design (CEC)	Works developed for assessment in Visual Design are not to be used either in full or in part for assessment in any other subject.

# Planning your Pattern of Study

Work through each of the following 3 steps, once you have read the subject descriptions.

## **Step 1: Deciding what you want to do**

### **Certain patterns of study and course requirements apply**

You must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

Tick the boxes and write in the spaces to help you decide what items are important for you.

- I want a HSC.
- I want to go to University and I need an ATAR.
- I DON'T want to go to University but I'd like an ATAR just in case I change my mind.
- I would like to keep my options open and have credit/advanced standing in some subjects.
- I want to go to TAFE after my HSC.
- I want skills for a job.
- I don't know what I'd like to do when I leave school so I need to ask for advice before I choose my subjects. I can ask the Careers Adviser, my Year Advisers, my class teachers and Head Teachers.
- I want to be a ..... when I leave school so I need to ask the Careers Adviser for advice before I choose my subjects
- I want .... \_\_\_\_\_
- I want .... \_\_\_\_\_
- I want .... \_\_\_\_\_

## **Step 2: Sample course patterns**

Look at the Sample Course Patterns to help you plan your own choices

### **Remember.....**

BDC = **Board Developed Course (BDC)** can be 1 or 2 Unit

CEC = **Content Endorsed Course (CEC)** can be 1 or 2 Unit

VET = **Vocational Education and Training (VET)** are Board Developed 2 unit Courses

**Many course patterns are available to you.  
The patterns in this booklet are SAMPLES  
You need to design a pattern which is the right one for you**

**A. I want a HSC. I want to go to University. I need an ATAR.**

Preliminary Courses				HSC Courses			
Subject	Course	Type	Units	Subject	Course	Type	Units
English	Standard	BDC	2	English	Standard	BDC	2
Mathematics	Advanced	BDC	2	Mathematics	Advanced	BDC	2
Mathematics	Extension 1	BDC	1	Mathematics	Extension 1	BDC	1
SLR		CEC	1	Science	Extension	BDC	1
Chemistry		BDC	2	Chemistry		BDC	2
Business Studies		BDC	2	Business Studies		BDC	2
Drama		BDC	2	Drama		BDC	2
<b>TOTAL</b>			<b>12</b>	<b>TOTAL</b>			<b>12</b>

**Checklist:** I have chosen to receive an ATAR:

- 10 units of Board Developed Courses
- Including 2 units of Board Developed English
- 3 Board Developed courses of 2 or more units
- 4 subjects
- No more than 6 units of Science in Year 11 and 7 units in Year 12

**B. I want a HSC. I want to go to University. I need an ATAR.**

Preliminary Courses				HSC Courses			
Subject	Course	Type	Units	Subject	Course	Type	Units
English	EAL/D	BDC	2	English	EAL/D	BDC	2
Mathematics	Standard	BDC	2	Mathematics	Standard 2	BDC	2
Visual Arts		BDC	2	Business Studies		BDC	2
Business Studies		BDC	2	Textiles & Design		BDC	2
Textiles & Design		BDC	2	Biology		BDC	2
Biology		BDC	2				
<b>TOTAL</b>			<b>12</b>	<b>TOTAL</b>			<b>10</b>

**Checklist:** I have chosen to receive an ATAR

- 10 units of Board Developed Courses
- Including 2 units of Board Developed English
- 3 Board Developed courses of 2 units or greater
- 4 subjects
- No more than 6 units of Science in Year 11 and 7 units in Year 12

**C. I want a HSC. I want to go to University. I want to study a VET Subject**

Preliminary Courses				HSC Courses			
Subject	Course	Type	Units	Subject	Course	Type	Units
English	Standard	BDC	2	English	Standard	BDC	2
Mathematics	Standard	BDC	2	Mathematics	Standard 2	BDC	2
Music		BDC	Standard	Music		BDC	2
Modern History		BDC	Standard	Modern History		BDC	2
Hospitality		VET	2	Hospitality		VET	2
Information and Digital Technology		VET	2	History	Extension	BDC	1
<b>TOTAL</b>			<b>12</b>	<b>TOTAL</b>			<b>11</b>

**Checklist:** I have chosen to receive an ATAR:

- 10 units of Board Developed Courses
- Including 2 units of Board Developed English
- 3 Board Developed courses of 2 units or greater
- 4 subjects
- No more than 6 units of Science in Year 11 and 7 units in Year 12

**D. I want a HSC. I don't need to go to University. I don't need an ATAR. I want to study VET Subjects.**

Preliminary Courses				HSC Courses			
Subject	Course	Type	Units	Subject	Course	Type	Units
English	Studies	BDC (B)	2	English	Studies	BDC	2
Mathematics	Standard	BDC	2	Mathematics	Standard 1	BDC	2
Hospitality		VET (B)	2	Hospitality		VET	2
Construction		VET (B)	2	Construction		VET	2
Retail Services		VET (B)	2	Retail Services		VET	2
SLR		CEC	2	SLR		CEC	2
<b>TOTAL</b>			<b>12</b>	<b>TOTAL</b>			<b>12</b>

**Checklist:** I have chosen to receive a HSC

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects
- No more than 6 units of Science in Year 11 and 7 units in Year 12



**E. I want a HSC. I don't need to go to University. I don't need an ATAR.**

Preliminary Courses				HSC Courses			
Subject	Course	Type	Units	Subject	Course	Type	Units
English	Studies	BDC (B)	2	English	Studies	BDC (B)	2
Mathematics	Standard	BDC	2	Mathematics	Standard 1	BDC (B)	2
Industrial Technology	Timber	BDC	2				
Italian - Beginners		BDC	2	Italian - Beginners		BDC	2
Retail Services		VET (B)	2	Retail Services		VET (B)	2
Visual Design		CEC	2	Visual Design		CEC	2
<b>TOTAL</b>			<b>12</b>	<b>TOTAL</b>			<b>10</b>

**Checklist:** I have chosen to receive a HSC

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects
- No more than 6 units of Science in Year 11 and 7 units in Year 12

**F. I want a HSC. I don't need to go to University. I don't need an ATAR.**

Preliminary Courses				HSC Courses			
Subject	Course	Type	Units	Subject	Course	Type	Units
English	Standard	BDC	2	English	Studies	BDC (B)	2
Biology		BDC	2	Investigating Science		BDC	2
Community & Family Studies		BDC	2	Community & Family Studies		BDC	2
Retail Services		VET (B)	2	Retail Services		VET (B)	2
SLR		CEC	2	SLR		CEC	2
Exploring Early Childhood		CEC	2				
<b>TOTAL</b>			<b>12</b>	<b>TOTAL</b>			<b>10</b>

**Checklist:** I have chosen to receive a HSC

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects
- No more than 6 units of Science in Year 11 and 7 units in Year 12

### Step 3: Planning

Plan your subject selection using the grids and checklists to help you.

I would like an ATAR?      Yes / No

Preliminary Courses				HSC Courses			
Subject	Course	Type	Units	Subject	Course	Type	Units
English		BDC	2	English		BDC	2
		BDC	2			BDC	2
		BDC	2			BDC	2
			2				2
			2				2
<b>TOTAL</b>				<b>TOTAL</b>			

**Checklist:** I have chosen to receive a HSC

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects
- No more than 6 units of Science in Year 11 and 7 units in Year 12

**Checklist:** I have chosen to receive an ATAR

- 10 units of Board Developed Courses
- Including 2 units of Board Developed English
- 3 Board Developed courses of 2 units or greater
- 4 subjects
- No more than 6 units of Science in Year 11 and 7 units in Year 12

# COURSES

## BOARD DEVELOPED COURSES



Board Developed courses are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR

## Drama

**Cost:** Nil

**Faculty:** English

Board Developed Course

**Course number(s):**

11090 Drama (2 units – Preliminary)

15090 Drama (2 units – HSC)

**Exclusions:** Creative Arts Life Skills, Drama Life Skills

### Course Description

Students in Drama study the practices of Making, Performing and Critically Studying. While the course builds on the Stages 4 and 5 Drama courses, it also caters for students with less experience in Drama.

### Preliminary Course

Students engage with these components through collaborative and individual experiences.

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

### HSC Course

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

### Group Performance

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

### Individual Project

Students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

### Main Topics include:

- 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 *Course Prescriptions* include a topic list which is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years.

Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

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

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

## English Advanced

<b>Cost:</b> Nil	<b>Faculty:</b> English
Board Developed Course <b>Course number(s):</b> 11140 English Advanced (2 units – Year 11) 15140 English Advanced (2 units – Year 12)	<b>Exclusions:</b> English Standard, English Studies, English EAL/D, English Life Skills

### Course Description

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

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

### Preliminary Course Content

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

### HSC Course Content

- The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules 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.

### Particular Course Requirements

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

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

### Year 11

Students are required to study:

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

### Year 12

Students are required to study:

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

## English EAL/D

<b>Cost:</b> Nil	<b>Faculty:</b> English
<p>Board Developed Course</p> <p><b>Course number(s):</b> 11165 English EAL/D (2 units – Year 11) 15155 English EAL/D (2 units – Year 12)</p>	<p><b>Exclusions:</b> English Standard; English Advanced; English Studies; English Extension; English Life Skills</p>
<p><b>Eligibility:</b> 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 <a href="#">eligibility rules for English EAL/D Stage 6 course</a> are available on the NESA website.</p>	
<p><b>Course Description</b></p> <p>The English EAL/D course is designed for students who come from diverse backgrounds and bring a variety of linguistic and cultural experiences to the classroom to develop and consolidate their use, understanding and appreciation of Standard Australian English.</p> <p>The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. The English EAL/D course focuses on the close study of language and meaning and English language learning providing students with opportunities to develop and refine skills in spoken and written English</p>	
<p><b>Preliminary Course Content</b></p> <ul style="list-style-type: none"> <li>▪ Students study three modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are <i>Language and Texts in Context</i>, <i>Close Study of Text</i> and <i>Texts and Society</i>.</li> <li>▪ Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students.</li> </ul>	<p><b>HSC Course Content</b></p> <ul style="list-style-type: none"> <li>▪ Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.</li> <li>▪ 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.</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>Across the English EAL/D Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> <li>▪ a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ texts with a wide range of cultural, social and gender perspectives.</li> </ul>	
<p><b>Year 11</b></p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>▪ engage in regular wide reading connected to, and described in, each of the modules</li> <li>▪ engage in speaking and listening components in each module.</li> </ul>	<p><b>Year 12</b></p> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>▪ study at least one related text in Module A: Texts and Human Experiences</li> <li>▪ engage in speaking and listening components in each module</li> </ul>

## English Extension 1

**Cost:** Nil

**Faculty:** English

Board Developed Course

**Course number(s):**

11150 English Extension (1 unit – Year 11)

15160 English Extension 1 (1 unit – Year 12)

**Exclusions:** English (Standard); English Studies;  
English (EAL/D)

**Prerequisites:** English (Advanced)

### Course Description

The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

### Year 11 Course Content

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.

### Particular Course Requirements

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

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts

### Year 11

Students are required to:

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

## English Standard

<b>Cost:</b> Nil	<b>Faculty:</b> English
Board Developed Course <b>Course number(s):</b> 11130 English Standard (2 units – Year 11) 15130 English Standard (2 units – Year 12)	<b>Exclusions:</b> English Advanced, English Studies, English EAL/D, English Extension, English Life Skills
<p><b>Course Description</b></p> <p>The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.</p>	
<p><b>Year 11 Course content</b></p> <p>The course has two sections:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> </ul>	<p><b>Year 12 Course Content</b></p> <p>The course has two sections:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>Across the English Standard Stage 6 Course students are required to study:</p> <ul style="list-style-type: none"> <li>▪ a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ texts with a wide range of cultural, social and gender perspectives.</li> </ul>	
<p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>▪ one complex multimodal or digital text in Module A (this may include the study of film)</li> <li>▪ 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</li> <li>▪ a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>▪ a wide range of additional related texts and textual forms.</li> </ul>	<p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i></li> <li>▪ at least one related text in the <i>Common module: Texts and Human Experiences</i>.</li> </ul>



## English Studies

<b>Cost:</b> Nil	<b>Faculty:</b> English
<p>Board Developed Course (Category B)</p> <p><b>Course number(s):</b></p> <p>30105 English Studies (2 units – Year 11)</p> <p>15125 English Studies (2 units – Year 12)</p>	<p><b>Exclusions:</b></p> <p>English (Standard); English (Advanced); English (EAL/D), English Extension, English Life Skills</p>
<p><b>Optional examination:</b> English Studies students who intend to undertake the optional HSC examination must also be enrolled in: 15126 English Studies (2 units – Year 12)</p>	
<p><b>Course Description</b></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. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p>	
<p><b>Year 11 Course Content</b></p> <p>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.</p> <p>Students study two to four additional syllabus modules (selected based on their needs and interests).</p> <p>Students may also study an optional teacher-developed module.</p>	<p><b>HSC Course Content</b></p> <p>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.</p> <p>Students study two to four additional syllabus modules (selected based on their needs and interests).</p> <p>Students may also study an optional teacher-developed module.</p>
<p><b>Particular Course Requirements</b></p> <p>Across the English Studies Stage 6 Course students are required to study:</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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</li> <li>▪ texts with a wide range of cultural, social and gender perspectives</li> <li>▪ a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> </ul>	
<p><b>Year 11 course</b></p> <p>Students are required to:</p> <ul style="list-style-type: none"> <li>▪ read, view, listen to and compose a wide range of texts including print and multimodal texts</li> <li>▪ study at least one substantial print text (for example a novel, biography or drama)</li> <li>▪ study at least one substantial multimodal text (for example film or a television series)</li> <li>▪ be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> <li>▪ 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</li> <li>▪ engage with the community through, for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> </ul>	<p><b>Year 12 course</b></p> <p>Students are required to:</p> <ul style="list-style-type: none"> <li>▪ read, view, listen to and compose a wide range of texts including print and multimodal texts</li> <li>▪ study at least one substantial print text (for example a novel, biography or drama)</li> <li>▪ study at least one substantial multimodal text (for example film or a television series)</li> <li>▪ be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> <li>▪ 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</li> <li>▪ engage with the community through, for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> <li>▪ <b>In addition</b>, students in Year 12 <b>only</b> are required to: study ONE text from the prescribed text list and one related text for the Common Module – <i>Texts and Human Experiences</i>.</li> </ul>

# Mathematics Advanced

<b>Cost:</b> Nil	<b>Faculty:</b> Mathematics
<b>Board Developed Course</b> <b>Course number(s):</b> 11255 Mathematics Advanced (2 units – Year 11) 15255 Mathematics Advanced (2 units – Year 12)	<b>Exclusions:</b> Mathematics Standard 1, Mathematics Standard 2, Mathematics Life Skills

**Prerequisites:**

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras’ theorem
- Single variable data analysis

and at least some of the content from the following substrands of Stage 5.3:

- Non-linear relationships
- Properties of Geometrical Shapes.

**Course Description**

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

The study of Mathematics Advanced in Stage 6:

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

**Preliminary Course**

Topic: Functions

- Working with Functions

Topic: Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Topic: Calculus

- Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

- Logarithms and Exponentials

Topic: Statistical Analysis

- Probability and Discrete Probability Distributions

**HSC Course**

Topic: Functions

- Graphing Techniques

Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

Topic: Calculus

- Differential Calculus
- Applications of Differentiation
- Integral Calculus

Topic: Financial Mathematics

- Modelling Financial Situations

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

# Mathematics Extension 1

<b>Cost:</b> Nil	<b>Faculty:</b> Mathematics
<p>Board Developed Course</p> <p><b>Course number(s):</b></p> <p>11250 Mathematics Extension (1 unit – Year 11)</p> <p>15250 Mathematics Extension 1 (1 unit – Year 12)</p>	<p><b>Exclusions:</b></p> <p>Mathematics Standard 1, Mathematics Standard 2, Mathematics Life Skills</p>
<p><b>Prerequisites:</b></p> <p>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 <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"> <li>▪ Polynomials</li> <li>▪ Logarithms</li> <li>▪ Functions and Other Graphs</li> <li>▪ Circle Geometry.</li> </ul> <p><b>Corequisites:</b> Mathematics Advanced</p>	
<p><b>Course Description</b></p> <p>Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.</p> <p>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.</p> <p>The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.</p> <p>All students studying the Mathematics Extension 1 course will sit for an HSC examination.</p>	
<p><b>What Students learn</b></p> <p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> <li>▪ enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>▪ provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively</li> <li>▪ provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality</li> <li>▪ provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level</li> <li>▪ 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.</li> </ul>	
<p><b>Preliminary Course</b></p> <p>The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics.</p> <p><b>Topic: Functions</b></p> <ul style="list-style-type: none"> <li>▪ Further Work with Functions</li> <li>▪ Polynomials</li> </ul> <p><b>Topic: Trigonometric Functions</b></p> <ul style="list-style-type: none"> <li>▪ Inverse Trigonometric Functions</li> <li>▪ Further Trigonometric Identities</li> </ul> <p><b>Topic: Calculus</b></p> <ul style="list-style-type: none"> <li>▪ Rates of Change</li> </ul> <p><b>Topic: Combinatorics</b></p> <ul style="list-style-type: none"> <li>▪ Working with Combinatorics</li> </ul>	<p><b>HSC Course</b></p> <p>The Mathematics Extension 1 Year 12 course content includes the Topics ‘Trigonometric Functions’ and ‘Calculus’ continued from Year 11 and introduces three different Topics.</p> <p><b>Topic: Proof</b></p> <ul style="list-style-type: none"> <li>▪ Proof by Mathematical Induction</li> </ul> <p><b>Topic: Vectors</b></p> <ul style="list-style-type: none"> <li>▪ Introduction to Vectors</li> </ul> <p><b>Topic: Trigonometric Functions</b></p> <ul style="list-style-type: none"> <li>▪ Trigonometric Equations</li> </ul> <p><b>Topic: Calculus</b></p> <ul style="list-style-type: none"> <li>▪ Further Calculus Skills</li> <li>▪ Applications of Calculus</li> </ul> <p><b>Topic: Statistical Analysis</b></p> <ul style="list-style-type: none"> <li>▪ The Binomial Distribution</li> </ul>

## Mathematics Standard

<b>Cost:</b> Nil	<b>Faculty:</b> Mathematics
<p>Board Developed Course</p> <p><b>Course number(s):</b></p> <p>11236 Mathematics Standard (2 units – Year 11)</p> <p>15231 Mathematics Standard 1 (2 units – Year 12)</p> <p>15236 Mathematics Standard 2 (2 units – Year 12)</p>	<p><b>Exclusions:</b></p> <p>Students may not study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course</p>
<p><b>Prerequisites:</b></p> <p>The Mathematics Standard 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"> <li>▪ Area and surface area</li> <li>▪ Financial mathematics</li> <li>▪ Linear relationships</li> <li>▪ Non-linear relationships</li> <li>▪ Right-angled triangles (Trigonometry)</li> <li>▪ Single variable data analysis</li> <li>▪ Volume</li> <li>▪ some content from Equations</li> <li>▪ some content from Probability</li> </ul>	
<p><b>Course Description</b></p> <p>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 (Category B) Year 12 course or the Mathematics Standard 2 (Category A) Year 12 course</p> <p>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>	
<p><b>Preliminary Course</b></p> <p>The Mathematics Standard Year 11 course comprises four Topics, with the Topics divided into Subtopics.</p> <p><b>Topic: Algebra</b></p> <ul style="list-style-type: none"> <li>▪ Formulae and Equations</li> <li>▪ Linear Relationships</li> </ul> <p><b>Topic: Measurement</b></p> <ul style="list-style-type: none"> <li>▪ Applications of Measurement</li> <li>▪ Working with Time</li> </ul> <p><b>Topic: Financial Mathematics</b></p> <ul style="list-style-type: none"> <li>▪ Money Matters</li> </ul> <p><b>Topic: Statistical Analysis</b></p> <ul style="list-style-type: none"> <li>▪ Data Analysis</li> <li>▪ Relative Frequency and Probability</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ See Mathematics Standard 1 and Mathematics Standard 2</li> </ul>

## Biology

<b>Cost:</b> Nil (May incur camp expenses up to \$120)	<b>Faculty:</b> Science
<b>Board Developed Course</b> <b>Course number(s):</b> 11030 Biology (2 units – Year 11) 15030 Biology (2 units – Year 12)	<b>Exclusions:</b> Living World Science Life Skills Students can only study up to 6 units of Science in Year 11

### Course Description

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

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

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

### Preliminary Course

The Year 11 course consists of four modules:

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

### HSC Course

The Year 12 course consists of four modules:

- Module 5 Heredity
- Module 6 Genetic Change
- Module 7 Infectious Disease
- Module 8 Non-infectious Disease and Disorders

### Particular Course Requirements

- Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.
- Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

## Chemistry

<p><b>Cost:</b> Nil (May incur excursion/competition expenses up to \$100)</p>	<p><b>Faculty:</b> Science</p>
<p>Board Developed Course <b>Course number(s):</b> 11050 Chemistry (2 units – Year 11) 15050 Chemistry (2 units – Year 12)</p>	<p><b>Exclusions:</b> Chemical World Science Life Skills Students can only study up to 6 units of Science in Year 11</p>
<p><b>Course Description</b></p> <p>The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.</p> <p>The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.</p>	
<p><b>Preliminary Course</b></p> <p>The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> <li>▪ Module 1 Properties and Structure of Matter</li> <li>▪ Module 2 Introduction to Quantitative Chemistry</li> <li>▪ Module 3 Reactive Chemistry</li> <li>▪ Module 4 Drivers of Reactions</li> </ul>	<p><b>HSC Course</b></p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> <li>▪ Module 5 Equilibrium and Acid Reactions</li> <li>▪ Module 6 Acid/base Reactions</li> <li>▪ Module 7 Organic Chemistry</li> <li>▪ Module 8 Applying Chemical Ideas</li> </ul>

## Earth and Environmental Science

<b>Cost:</b> Nil (May incur excursion/fieldwork expenses up to \$120)	<b>Faculty:</b> Science
Board Developed Course <b>Course number(s):</b> 11100 Earth and Environmental Science (2 units – Year 11) 15100 Earth and Environmental Science (2 units – Year 12)	<b>Exclusions:</b> Earth and Space Science Life Skills Students can only study up to 6 units of Science in Year 11

### Course Description

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

### Preliminary Course

- Module 1 Earth's Resources
- Module 2 Plate Tectonics
- Module 3 Energy Transformations
- Module 4 Human Impacts

### HSC Course

- Module 5 Earth's Processes
- Module 6 Hazards
- Module 7 Climate Science
- Module 8 Resource Management

### Particular Course Requirements

- Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.
- Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

## Investigating Science

<b>Cost:</b> Nil (May incur other expenses up to \$50)	<b>Faculty:</b> Science
Board Developed Course <b>Course number(s):</b> 11215 Investigating Science (2 units – Year 11) 15215 Investigating Science (2 units – Year 12)	<b>Exclusions:</b> Investigating Science Life Skills Students can only study up to 6 units of Science in Year 11

### Course Description

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

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

### Preliminary Course

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

### HSC Course

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

### Particular Course Requirements

- Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.



## Physics

<b>Cost:</b> Nil (May incur other expenses up to \$100)	<b>Faculty:</b> Science
Board Developed Course <b>Course number(s):</b> 11310 Physics (2 units – Year 11) 15330 Physics (2 units – Year 12)	<b>Exclusions:</b> Physical World of Science Life Skills Students can only study up to 6 units of Science in Year 11

### Course Description

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

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

### Preliminary Course

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

### HSC Course

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

### Particular Course Requirements

- Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Note: It is recommended that students undertake the Mathematics Advanced course in conjunction with studying Physics.

## Aboriginal Studies

<b>Cost:</b> Nil	<b>Faculty:</b> HSIE
Board Developed Course Course number(s): 11000 Aboriginal Studies (2 units – Year 11) 15000 Aboriginal Studies (2 units – Year 12)	<b>Exclusions:</b> Aboriginal Studies Life Skills, HSIE Life Skills

### Course Description

The Preliminary course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies. The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

### Preliminary Course

#### Part I: Aboriginality and the Land

- Aboriginal peoples' relationship to Country
- Dispossession and dislocation of Aboriginal peoples from Country
- Impact of British colonisation on Country

#### Part II: Heritage and Identity

- The Dreaming and cultural ownership
- Diversity of Aboriginal cultural and social life
- Impact of colonisation on Aboriginal cultures and families
- Impact of racism and stereotyping

#### Part III: International Indigenous Community:

##### Comparative Study

- Location, environment and features of an international Indigenous community
- Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity

#### Part IV: Research and Inquiry Methods: Local Community

##### Case Study

- Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information

### HSC Course

#### Part I – Social Justice and Human Rights Issues

- **(a) Global Perspective:** Global understanding of human rights and social justice **AND**
- **(b) Comparative Study** : A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence

#### Part II – Case Study of an Aboriginal community for each topic

- **(a) Aboriginality and the Land** – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses **OR**
- **(b) Heritage and Identity** – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses

#### Part III – Research and Inquiry Methods – Major Project:

Choice of project topic based on student interest.

### Particular Course Requirements

In both courses, students must undertake mandatory community case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

## Ancient History

<b>Cost:</b> Nil	<b>Faculty:</b> HSIE
Board Developed Course <b>Course number(s):</b> 11020 Ancient History (2 units – Year 11) 15020 Ancient History (2 units – Year 12)	<b>Exclusions:</b> Ancient History Life Skills, HSIE Life Skills
<p><b>Course Description</b></p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.</p>	
<p><b>Preliminary Course</b></p> <p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> <li>▪ Investigating Ancient History (60 indicative hours) <ul style="list-style-type: none"> <li>○ Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies.</li> </ul> </li> <li>▪ Features of Ancient Societies (40 indicative hours) <ul style="list-style-type: none"> <li>○ Students study at least two ancient societies.</li> </ul> </li> <li>▪ Historical Investigation (20 indicative hours) <ul style="list-style-type: none"> <li>○ Historical concepts and skills are integrated with the studies undertaken in Year 11.</li> </ul> </li> </ul>	<p><b>HSC Course</b></p> <p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> <li>▪ Core Study: Cities of Vesuvius <ul style="list-style-type: none"> <li>○ Pompeii and Herculaneum (30 indicative hours)</li> </ul> </li> <li>▪ One ‘Ancient Societies’ topic (30 indicative hours)</li> <li>▪ One ‘Personalities in their Times’ topic (30 indicative hours)</li> <li>▪ One ‘Historical Periods’ topic (30 indicative hours)</li> </ul> <p style="text-align: center;">Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course, students undertake at least two case studies.</p> <ul style="list-style-type: none"> <li>▪ One case study must be from Egypt, Greece, Rome or Celtic Europe, and</li> <li>▪ One case study must be from Australia, Asia, the Near East or the Americas.</li> </ul>	<p><b>Particular Course Requirements</b></p> <p><b>Year 12</b></p> <p>The HSC course requires study from at least two of the following areas:</p> <ul style="list-style-type: none"> <li>▪ Egypt</li> <li>▪ Near East</li> <li>▪ China</li> <li>▪ Greece</li> <li>▪ Rome</li> </ul>

## Business Studies

<b>Cost:</b> Nil	<b>Faculty:</b> HSIE
<p>Board Developed Course</p> <p><b>Course number(s):</b>            11040 Business Studies (2 units – Year 11)            15040 Business Studies (2 units – Year 12)</p>	<p><b>Exclusions:</b>            Business and Economics Life Skills, HSIE Life Skills</p>
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Nature of business (20%) – the nature and role of business</li> <li>▪ Business management (40%) – the nature and responsibilities of management</li> <li>▪ Business planning (40%) – the process of establishing and planning a small to medium enterprise</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ Operations (25%) – strategies for effective operations management</li> <li>▪ Marketing (25%) – development and implementation of successful marketing strategies</li> <li>▪ Finance (25%) – financial information in the planning and management of business</li> <li>▪ Human resources (25%) – human resource management and business performance</li> </ul>

## Economics

<b>Cost:</b> Nil	<b>Faculty:</b> HSIE
<p>Board Developed Course</p> <p><b>Course number(s):</b>            11110 Economics (2 units – Year 11)            15110 Economics (2 units – Year 12)</p>	<p><b>Exclusions:</b>            Geography Life Skills, HSIE Life Skills</p>
<p><b>Course Description</b></p> <p>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.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ Introduction to Economics – the nature of economics and the operation of an economy</li> <li>▪ Consumers and Business – the role of consumers and business in the economy</li> <li>▪ Markets – the role of markets, demand, supply and competition</li> <li>▪ Labour Markets – the workforce and role of labour in the economy</li> <li>▪ Financial Markets – the financial market in Australia including the share market</li> <li>▪ Government in the Economy – the role of government in the Australian economy.</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ The Global Economy – Features of the global economy and globalisation</li> <li>▪ Australia's Place in the Global Economy – Australia's trade and finance</li> <li>▪ Economic Issues – issues including growth, unemployment, inflation, wealth and management.</li> <li>▪ Economic Policies and Management – the range of policies to manage the economy.</li> </ul>

## Geography

<b>Cost:</b> Nil	<b>Faculty:</b> HSIE
Board Developed Course <b>Course number(s):</b> TBA Geography (2 units – Year 11) TBA Geography (2 units – Year 12)	<b>Exclusions:</b> Geography Life Skills HSIE Life Skills

### Course Description

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

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

### Preliminary Course

- Earth’s Natural systems (40hrs)
- People, Patterns and processes (40hrs)
- Human-environment interactions (20 hrs)
- Geographical Investigation (20 hrs)

### HSC Course

- Global sustainability (30hrs)
- Rural and urban places (45 hrs)
- Ecosystems and global biodiversity (45hrs)

**Key concepts incorporated across all topics:** change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration

### Particular Course Requirements

Twelve (12) hours of fieldwork are mandatory for the Year 11 course. Fieldwork may be integrated within one or more of the following focus areas – Earth’s natural systems; People, patterns and processes; Human–environment interactions, as appropriate.

Twelve (12) hours of fieldwork are mandatory for the Year12 course. Fieldwork may be integrated within an individual focus area or across focus areas as appropriate.

## Legal Studies

<b>Cost:</b> Nil	<b>Faculty:</b> HSIE
Board Developed Course <b>Course number(s):</b> 11220 Legal Studies (2 units – Year 11) 15220 Legal Studies (2 units – Year 12)	<b>Exclusions:</b> Citizenship and Legal Studies Life Skills, HSIE Life Skills

### Course Description

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

### Preliminary Course

- 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)

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

### HSC Course

- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)

Students will study two options chosen from:

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

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

## Modern History

<b>Cost:</b> Nil	<b>Faculty:</b> HSIE
<p>Board Developed Course</p> <p><b>Course number(s):</b></p> <p>11270 Modern History (2 units – Year 11)</p> <p>15270 Modern History (2 units – Year 12)</p>	<p><b>Exclusions:</b></p> <p>Modern History Life Skills, HSIE Life Skills</p>
<p><b>Course Description</b></p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>	
<p><b>Preliminary Course</b></p> <p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> <li>▪ Investigating Modern History (60 indicative hours including ‘The Nature of Modern History’ and ‘Case Studies’) <ul style="list-style-type: none"> <li>○ Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies.</li> </ul> </li> <li>▪ Historical Investigation (20 indicative hours)</li> <li>▪ The Shaping of the Modern World (40 indicative hours) <ul style="list-style-type: none"> <li>○ At least one study from ‘The Shaping of the Modern World’ is to be undertaken.</li> </ul> </li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p>	<p><b>HSC Course</b></p> <p>The Year 12 course comprises four sections</p> <ul style="list-style-type: none"> <li>▪ Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)</li> <li>▪ One ‘National Studies’ topic (30 indicative hours)</li> <li>▪ One ‘Peace and Conflict’ topic (30 indicative hours)</li> <li>▪ One ‘Change in the Modern World’ topic (30 indicative hours)</li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>
<p>In the Year 11 course, students undertake at least two case studies.</p> <ul style="list-style-type: none"> <li>▪ One case study must be from Europe, North America or Australia, and</li> <li>▪ One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.</li> </ul>	<p>In the Year 12 course, students are required to study at least one non-European/Western topic, for example:</p> <ul style="list-style-type: none"> <li>▪ India 1942–1984,</li> <li>▪ Conflict in the Pacific 1937–1951,</li> <li>▪ The Cultural Revolution to Tiananmen Square 1966–1989.</li> </ul>



## Studies of Religion I

<b>Cost:</b> Nil	<b>Faculty:</b> HSIE
Board Developed Course <b>Course number(s):</b> 11350 Studies of Religion I (1 unit – Preliminary) 15370 Studies of Religion I (1 unit – HSC)	<b>Exclusions:</b> Studies of Religion II, Studies of Religion Life Skills, HSIE Life Skills

### 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.

### Preliminary Course

#### 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

- Origins
- Principal beliefs
- Sacred texts and writings
- Core ethical teachings
- Personal devotion/expression of faith/observance.

### HSC Course

#### 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

- 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.

## Community and Family Studies

<b>Cost:</b> Nil (May incur some excursion costs)	<b>Faculty:</b> PDHPE
<b>Board Developed Course</b> <b>Course number(s):</b> 11060 Community and Family Studies (2 units – Year 11) 15060 Community and Family Studies (2 units – Year 12)	<b>Exclusions:</b> Community and Family Studies Life Skills

**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.

<b>Preliminary Course</b> <ul style="list-style-type: none"> <li>▪ <b>Resource Management</b> - Basic concepts of the resource management process (approximately 20% of course time).</li> <li>▪ <b>Individuals and Groups</b> -The individual's roles, relationships and tasks within groups (approximately 40% of course time).</li> <li>▪ <b>Families and Communities</b> - Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul>	<b>HSC Course</b> <ul style="list-style-type: none"> <li>▪ <b>Research Methodology</b> - Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> <li>▪ <b>Groups in Context</b> - The characteristics and needs of specific community groups (approximately 25% of course time).</li> <li>▪ <b>Parenting and Caring</b> - Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul> <b>HSC Option Modules</b> <b>Select one of the following (approximately 25% of course time):</b> <ul style="list-style-type: none"> <li>▪ <b>Family and Societal Interactions</b> - Government and community structures that support and protect family members throughout their lifespan.</li> <li>▪ <b>Social Impact of Technology</b> - The impact of evolving technologies on individuals and lifestyle.</li> <li>▪ <b>Individuals and Work</b> - Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul>
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**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.

## Personal Development, Health and Physical Education

<p><b>Cost:</b> Nil (May incur some excursion costs and approx. \$85 for First Aid Course)</p>	<p><b>Faculty:</b> PDHPE</p>
<p>Board Developed Course <b>Course number(s):</b> 11300 Personal Development, Health and Physical Education (2 units – Year 11) 15320 Personal Development, Health and Physical Education (2 units – Year 12)</p>	<p><b>Exclusions:</b> Personal Development, Health and Physical Education Life Skills</p>

### Course Description

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

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

### Preliminary Course

#### Core Topics (60%)

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

#### Optional Component (40%)

Students to complete two options from either:

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

### HSC Course

#### Core Topics (60%)

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

#### Optional Component (40%)

Students select two of the following options:

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

### Particular Course Requirements

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

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

Highlighted above is what is studied at SJPHS.

# Agriculture

<b>Cost:</b> Nil	<b>Faculty:</b> Industrial Arts
Board Developed Course <b>Course number(s):</b> 11010 Agriculture (2 units – Year 11) 15010 Agriculture (2 units – Year 12)	<b>Exclusions:</b> Agriculture Life Skills; Technology Life Skills
<p><b>Course Description</b></p> <p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>	
<p><b>Year 11 Agriculture</b></p> <ul style="list-style-type: none"> <li>▪ Overview (15%)</li> <li>▪ The Farm Case Study (25%)</li> <li>▪ Plant Production (30%)</li> <li>▪ Animal Production (30%)</li> </ul>	<p><b>Year 12 Agriculture</b></p> <p><b>Core (80%)</b></p> <ul style="list-style-type: none"> <li>▪ Plant/Animal Production (50%)</li> <li>▪ Farm Product Study (30%)</li> </ul> <p><b>Elective (20%)</b> Choose <b>ONE</b> of the following electives to study:</p> <ul style="list-style-type: none"> <li>▪ Agri-food, Fibre and Fuel Technologies</li> <li>▪ Climate Challenge</li> <li>▪ Farming for the 21<sup>st</sup> Century</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time</p>	

## Engineering Studies

**Cost:** \$20

**Faculty:** Industrial Arts

Board Developed Course

**Course number(s):**

11120 Engineering Studies (2 units – Year 11)

15120 Engineering Studies (2 units – Year 12)

**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.

### Preliminary Course

Students undertake the study and develop an engineering report for each of 4 modules:

- three application modules (based on engineered products). At least one product is studied from each of the following categories: engineering fundamentals; engineered products; and braking systems
- one focus module relating to the field of Bio-Engineering

### HSC Course

Students undertake the study and develop an engineering report for each of 4 modules:

- two application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

### Particular Course Requirements

Engineering Report

### 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.

## Industrial Technology: Timber Products and Furniture Industries

**Cost** \$50 per year  
(plus material costs in HSC year)

**Faculty:** Industrial Arts

Board Developed Course

**Course number(s):**

11200 Industrial Technology (2 units – Preliminary)

15200 Industrial Technology (2 units – HSC)

819 Timber Products and Furniture Technologies

**Exclusions:**

Industrial Technology Life Skills; Technology Life Skills

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

**Course Description:**

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to Timber Products and Furniture Technologies.

**Preliminary Course**

The following sections are taught in relation to the relevant focus area:

- 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%)

**HSC Course**

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:

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

**Particular Course Requirements:**

In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry.

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

## Food Technology

<b>Cost:</b> \$70 (for food costs)	<b>Faculty:</b> Home Economics
Board Developed Course <b>Course number(s):</b> 11180 Food Technology (2 units – Preliminary) 15180 Food Technology (2 units – HSC)	<b>Exclusions:</b> Food technology Life Skills, Technology Life Skills

### Course Description

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

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

### Preliminary Course

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

### HSC Course

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

### Particular Course Requirements

In order to meet the course requirements, students must ‘learn about’ food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues. Researching, analysing, communicating, experimenting and preparing, designing, implementing and evaluating skills will be developed throughout the course.

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

## Enterprise Computing

<p><b>Cost:</b> \$40 per year (includes Unity Gaming Software Training)</p>	<p><b>Course:</b> Faculty: Home Economics</p>
<p>Board Developed Course</p> <p><b>Course number(s):</b> TBA Enterprise Computing (Year 11, 2 units) TBA Enterprise Computing (Year 12, 2 units)</p>	<p><b>Exclusions:</b> Computing Technology Life Skills Technology Life Skills</p>
<p><b>Course Description:</b></p> <p>The study of HSC Enterprise Computing enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.</p> <p>work, students will create their own information system to meet an identified need.</p>	
<p><b>Preliminary Course:</b></p> <p>The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.</p> <ul style="list-style-type: none"> <li>▪ Interactive Media and the User Experience (40hrs)</li> <li>▪ Networking Systems and Social Computing (40hrs)</li> <li>▪ Principles of Cybersecurity (40hrs)</li> </ul>	<p><b>HSC Course</b></p> <p>The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.</p> <ul style="list-style-type: none"> <li>▪ Data Science (30hrs)</li> <li>▪ Data Visualisation (30hrs)</li> <li>▪ Intelligent Systems (30hrs)</li> <li>▪ Enterprise Project (30hrs)</li> </ul>
<p><b>Particular Course Requirements</b></p> <ul style="list-style-type: none"> <li>▪ In Year 11 there will be 3 assessment tasks: a research assignment, a major project and a formal written examination.</li> <li>▪ In Year 12 there will be 4 assessment tasks: a research assignment, a major enterprise project, a written examination and the trial HSC examination.</li> <li>▪ The HSC examination will be 2 hours and 30 minutes undertaken using a computer.</li> </ul> <p>Enterprise Computing Course Specifications are an integral part of the course content for Year 11 and Year 12 and indicate the depth of study required for some concepts in the Enterprise Computing 11–12 Syllabus. The Enterprise Computing 11–12 Syllabus must be applied in conjunction with the Enterprise Computing Course Specifications.</p>	



## Textiles and Design

<b>Cost:</b> \$20 per year (plus free choice and major project fabrics)	<b>Faculty:</b> Home Economics
Board Developed Course <b>Course number(s):</b> 11370 Textiles and Design (2 units – Preliminary) 15390 Textiles and Design (2 units – HSC)	<b>Exclusions:</b> Fashion Design and Technology VET BEC, Textiles and Design Life skills, Technology Life Skills

### Course Description

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 end use.

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 technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

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.

### Preliminary Course

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

### HSC Course

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%)

### Particular Course Requirements

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.

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.

# Music 1

**Cost:** Nil

**Faculty:** CAPA - Music

Board Developed Course

**Course number(s):**

11280 Music 1 (2 units – Preliminary)

15290 Music 1 (2 units – HSC)

**Exclusions:**

Music 2, Music Extension (HSC), Creative Arts Life Skills, Music Life Skills

## Course Description

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.

## Preliminary Course

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

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

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

## HSC course

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

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

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

## Course Requirements

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

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

## Visual Arts

**Cost:** \$50 per year  
(Students must also buy their own materials for the HSC Body of Work)

**Faculty:** CAPA - Visual Arts

Board Developed Course

**Course number(s):**

11380 Visual Arts (2 units – Year 11)

15400 Visual Arts (2 units – Year 12)

**Exclusions:**

Creative Arts Life Skills, Visual Arts Life Skills

### Course Description

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

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

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

**Preliminary Course** learning opportunities focus on:

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

**HSC Course** learning opportunities focus on:

- How students may develop their practice in art making, 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 art world and apply these to their own investigations
- How students may further develop meaning and focus in their work.

### Particular Course Requirements

**Preliminary Course:**

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

**HSC Course:**

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

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

## Italian Beginners

<p><b>Cost:</b> Nil</p> <p>Board Developed Course</p> <p><b>Course number(s):</b>            11720 Italian Beginners (2 units – Year 11)            15790 Italian Beginners (2 units – Year 12)</p>	<p><b>Faculty:</b> Languages</p> <p><b>Exclusions:</b> Italian Continuers; Italian Extension</p>
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### Course Description

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

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

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

### Preliminary Course

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

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

#### Topics:

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

### Particular Course Requirements:

Strict eligibility rules apply to the study of this subject. Refer to Languages courses eligibility criteria.

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

## Italian Continuers

<p><b>Cost:</b> Nil</p> <p>Board Developed Course</p> <p><b>Course number(s):</b>            11730 Italian Continuers (2 units – Year 11)            15830 Italian Continuers (2 units – Year 12)</p>	<p><b>Faculty:</b> Languages</p> <p><b>Exclusions:</b> Italian Beginners</p>
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### Course Description

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

### Modern Languages

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

- The Individual
- The Italian speaking communities
- The changing world

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

### Classical Languages

The study of Classical Languages provides students with access to the culture, thought and literature of the target Ancient country/city. It also allows students to study the continuing influence of Italian on the languages, cultures, literature and traditions that have been derived from them.

Students study:

- literary features
- context
- historical, religious and cultural references
- ideas, beliefs, arguments and practices
- language and linguistic features of these texts

Students develop skills in translating unseen texts and analysing language features.

<p><b>Preliminary Course</b></p> <p><b>Modern Languages</b></p> <p>Students' skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.</p> <p><b>Classical Languages</b></p> <p>Students study a range of extracts of texts in the original Italian. They develop skills of translation, literary analysis and analysis of language features.</p>	<p><b>HSC Course</b></p> <p><b>Modern Languages</b></p> <p>Students gain insight into the culture and language of Italian speaking communities through the study of a range of texts and text types, which reflect the themes and topics.</p> <p><b>Classical Languages</b></p> <p>Students study a prescribed prose and a prescribed verse text. They study extracts in the original Italian and the work as a whole in translation.</p>
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### Particular Course Requirements:

Strict eligibility rules apply to the study of this subject. Refer to Languages courses eligibility criteria.

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

**Prerequisites:** 200-400 hours study of the language or equivalent knowledge is assumed.

# Courses

## **VOCATIONAL EDUCATION AND TRAINING (VET) BOARD DEVELOPED SCHOOL BASED COURSES**



## 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 NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain an HSC or RoSA and a national qualification or statement of attainment 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 progress to various education and training sectors and employment.

Public Schools NSW RTOs are accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. 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 expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

**Board Developed Industry Curriculum Framework (ICF)** courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

**Board Endorsed Courses (BECs)** are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

### Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

### Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

### School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser



Education

## 2024 Construction Course Descriptor

**CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3)**  
**RTO - Department of Education - 90333, 90222, 90072, 90162**

*This information 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 (240 hour)

**2 or 4 Preliminary and/or HSC units in total**  
 Industry Curriculum Framework (ICF) -  
 Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.

### Entry Requirements

**You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a construction environment and be able to use a personal digital device including a personal computer or laptop.**

### Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency

#### Core Units

CPCCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry
CPCCOM1012	Work effectively and sustainably in the Construction Industry
CPCCOM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCOM1015	Carry out measurement and calculations

#### Elective Units

CPCCCM1011	Undertake basic estimation and costing
CPCCOM2001	Read and interpret plans and specifications
CPCCCA2002	Use carpentry tools and equipment
CPCCCA2011	Handle carpentry materials
CPCCCM2005	Use construction tools and equipment
CPCWHS1001	Prepare to work safely in the construction industry

<b>Option 1</b>	CPCCBL2001	Handle and prepare bricklaying and blocklaying materials
	CPCCBL2002	Use bricklaying and blocklaying tools and equipment

<b>Option 2</b>	CPCCWF2002	Use wall and floor tiling equipment
	CPCCCM2013	Undertake basic installation of wall tiles

<b>Option 3</b>	CPCCJN2001	Assemble components
	CPCCJN3004	Manufacture and assemble joinery components

#### White Card

CPCWHS1001 - Prepare to work safely in the construction industry.

**The General Construction Induction Training (White Card) will be delivered as part of this course.**

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.

A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. **Online courses are NOT recognised by the Department of Education.**

**Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.**

**Pathways to Industry - Skills gained in this course transfer to other occupations**



<p>This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.</p>	<p>This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.</p>
<p><b>Examples of occupations in the construction industry:</b></p> <p>This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer</p>	
<p><b>Mandatory HSC Course Requirements</b> 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. You should be work ready before work placement.</p> <p><b>External Assessment</b> 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.</p>	
<p><b>Competency-Based Assessment</b></p> <p>In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.</p> <p><b>Appeals and Complaints</b></p> <p>You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>	
<p><b>Course Cost: Preliminary - \$40 Resources, \$120 White Card Training \$120 HSC - \$40</b> <b>School Specific equipment and associated requirements for students</b></p>	<p><b>Refunds-</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p>
<p>A school-based traineeship is available in this course. For more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a></p>	
<p><b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>	
<p>2024 Course Descriptor CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction</p> <p>RTO - Department of Education - 90333, 90222, 90072, 90162</p> <p><i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i></p> <p style="text-align: right;">Version 0.21</p>	



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 \$ NIL** **Consumables \$100 food costs** **Other \$60 approx. (uniform)**  
**Refund Arrangements on a pro-rata basis** **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>



## 2024 Information and Digital Technology Course Descriptor

ICT30120 Certificate III in Information Technology  
RTO - Department of Education - 90333, 90222, 90072, 90162

*This information 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: **Information and Digital Technology**

Board Developed Course (240 hour)

**2 or 4 Preliminary and/or HSC units in total**

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

**By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information Technology <https://training.gov.au/Training/Details/ICT30120>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.**

#### Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in an information technology environment and be able to use a personal digital device including a personal computer or laptop.

#### 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

##### Elective

BSBWHS311	Assist with maintaining workplace safety
ICTICT214	Operate application software packages
ICTSAS308	Run standard diagnostic tests
ICTWEB304	Build simple web pages
ICTWEB305	Produce digital images for the web
<b>Optional unit to receive the full qualification.</b>	
ICTWEB306	Develop web presence using social media

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

#### Pathways to Industry - Skills gained in this course transfer to other occupations

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• using technology to organise information</li> <li>• creativity</li> <li>• programming techniques</li> </ul> | <ul style="list-style-type: none"> <li>• critical thinking</li> <li>• problem solving</li> <li>• team work</li> </ul> |
|--|---|

#### Examples of occupations in the Information Technology industry

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Analyst programmer</li> <li>• Web Developer</li> </ul> | <ul style="list-style-type: none"> <li>• IT Manager</li> <li>• Network professional</li> </ul> | <ul style="list-style-type: none"> <li>• Motion Graphics Designer</li> <li>• Systems Analyst</li> </ul> |
|---|--|---|

#### 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. You should be work ready before work placement.

#### 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, 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

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

### Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

**Course Cost: Preliminary - \$20      HSC - \$20**  
**School Specific equipment and associated requirements for students**

### Refunds

Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**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>

2024 Course Descriptor ICT30120 Certificate III in Information Technology      RTO - Department of Education - 90333, 90222, 90072, 90162      Version 0.10

*Disclaimer: If you require accessible documents, please contact your VET Coordinator for support*



**2024 Retail Services Course Descriptor**  
**SIR30216 Certificate III in Retail**  
**RTO - Department of Education - 90333, 90222, 90072, 90162**

*This information 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: **Retail Services**  
 Board Developed Course (240 hour)

**2 or 4 Preliminary and/or HSC units in total**  
 Industry Curriculum Framework (ICF)  
 Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail <https://training.gov.au/training/details/SIR30216>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 14 units.

### Entry Requirements

**You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a retail environment and be able to use a personal digital device including a personal computer or laptop.**

### Retail Services Training Package Units of Competency

Core		Elective	
SIRXCEG001	Engage the customer	*SIRXMER001	Produce visual merchandise displays
SIRXWHS002	Contribute to workplace health and safety	*SIRXPDK001	Advise on products and services
SIRXRSK001	Identify and respond to security risks	*SIRRINV001	Receive and handle retail stock
SIRXSLS001	Sell to the retail customer	*SIRRINV002	Control stock
SIRXIND001	Work effectively in a service environment	*SIRXIND002	Organise and maintain the store environment
SIRXCOM002	Work effectively in a team	*SIRXSLS002	Follow point-of-sale procedures
SIRXCEG002	Assist with customer difficulties	*SIRRRTF001	<b>Balance and secure point-of-sale terminal</b>
SIRXCEG003	Build customer relationships and loyalty	<b>* Trainer will advise on elective units chosen. Not all units of competency are available.</b>	

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

### Pathways to Industry - Skills gained in this course transfer to other occupations

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>engaging the customer</li> <li>maintaining daily store operations</li> <li>delivering on organisational expectations</li> </ul> | <ul style="list-style-type: none"> <li>having knowledge of product and service offerings</li> <li>creativity</li> <li>critical thinking</li> <li>problem solving</li> </ul> |
|--|---|

### Examples of occupations in the retail services industry:

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>frontline sales assistant</li> <li>customer service</li> </ul> | <ul style="list-style-type: none"> <li>shop assistant</li> <li>retail supervisor</li> </ul> | <ul style="list-style-type: none"> <li>quick service restaurant assistant</li> <li>visual merchandiser</li> </ul> |
|---|---|---|

### 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. You should be work ready before work placement.

### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Retail 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

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

### Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

**Course Cost: Preliminary - \$0      HSC - \$0**  
**School Specific equipment and associated requirements for students**

### Refunds

Refund arrangements are on a pro-rata basis.

Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**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>

2024 Course Descriptor SIR30216 Certificate III in Retail RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.14

*Disclaimer: If you require accessible documents, please contact your VET Coordinator for support*



# Courses

## LIFESKILLS



Stage 6 Life Skills courses provide options for students with special education needs who are unable to access regular course Outcomes, particularly students with an intellectual disability

The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate.

### Exclusions

As with the study of all Board Developed Courses, exclusions apply to the study of Life Skills courses such that students may not study more than one 240-hour course in the same subject. For example, a student cannot include both English (Standard) and English Life Skills in the pattern of study for the award of the Higher School Certificate.

# Special Education

## Faculty: Special Education

Each course is studied at 2-unit level in Year 11 and in Year 12

Students in consultation with the Head Teacher Special Education will be able to undertake the following program of study for the awarding of the HSC:

- English Life Skills
- Mathematics Life Skills
- Science Life Skills
- Citizenship and Legal Studies Life Skills
- Work and Community Life Skills
- Personal Development Health and Physical Education Life Skills

Each course contains six modules, which focus on generalising knowledge, understanding, skills, values and attitudes across a range of post school destinations. The structure of each course is designed to provide a broad and balanced approach to meet individual student needs in preparation for participation into community life.

### Elements of the Profile of Student Achievement

The Profile of Student Achievement is to be used to report student achievement of the outcomes contained in the Stage 6 Life Skills courses based on the individual transition-planning process for students.

The profile is divided into 5 columns:

- Syllabus Outcomes
- Achieved Independently
- Achieved with Support as Indicated
- Date
- Teacher's Name

The **Syllabus Outcomes** column lists each of the outcomes contained in the syllabuses. Under each outcome, space is provided for teachers to list relevant content points from the syllabuses. For example:

Syllabus Outcomes	Achieved Independently	Achieved with Support as Indicated	Date	Teacher's Name
1.1 gives attention to another person, an object or an event in their environment	X	✓	10/6/2024	R Stanstead

The Profile of Student Achievement is intended to be a permanent record of all the syllabus outcomes achieved by students undertaking courses during their Preliminary and HSC years.

It is intended that the Profile will be available to students when they leave school, whether in the Preliminary or HSC year.



# Life Skills

## Faculty: Special Education plus various other faculties

Students can also access a range of Life Skills courses through the mainstream school. These would count as part of their HSC. These include:

KLA	Life Skills Course
<u>English</u>	English Life Skills
<u>Mathematics</u>	Mathematics Life Skills
<u>Science</u>	Investigating Science Life Skills Physical World Science Life Skills Earth and Space Science Life Skills Living World Science Life Skills Chemical World Science Life Skills
<u>Technologies</u>	Agriculture Life Skills Design and Technology Life Skills Food Technology Life Skills Industrial Technology Life Skills Computing Technology Life Skills Technology Life Skills Textiles and Design Life Skills
<u>HSIE</u>	Aboriginal Studies Life Skills Ancient History Life Skills Business and Economics Life Skills Citizenship and Legal Studies Life Skills Geography Life Skills Human Society and its Environment Life Skills Modern History Life Skills Society and Culture Life Skills Studies of Religion I Life Skills Studies of Religion II Life Skills Work and the Community Life Skills
<u>Creative Arts</u>	Creative Arts Life Skills Dance Life Skills Drama Life Skills Music Life Skills Visual Arts Life Skills
<u>PDHPE</u>	Community and Family Studies Life Skills PDHPE Life Skills

There are some eligibility requirements that need to be adhered to when accessing Life Skills courses as a mainstream student. These are detailed on the NESAs Website

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/life-skills/eligibility>

# COURSES

## CONTENT ENDORSED COURSES (CEC)



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

- Content Endorsed Courses have syllabuses endorsed by NESA to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.
- There is no external examination for Board Endorsed Courses. Assessment is school based.
- Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

***All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Universities Admission Index (ATAR).***

## Sport, Lifestyle and Recreation Studies (SLR)

<b>Cost:</b> May incur some excursion costs	<b>Faculty:</b> PDHPE
<b>Content Endorsed Course</b> <b>Course number(s):</b> 35014 Sport, Lifestyle and Recreation Studies (1 unit – Year 11) 35015 Sport, Lifestyle and Recreation Studies (2 units – Year 11) 35017 Sport, Lifestyle and Recreation Studies (2 units – Year 12)	<b>Exclusions:</b> Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.
<b>Course Description</b> 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: <ul style="list-style-type: none"> <li>▪ knowledge and understanding of the factors that influence health and participation in physical activity</li> <li>▪ knowledge and understanding of the principles that impact on quality of performance</li> <li>▪ an ability to analyse and implement strategies to promote health, activity and enhanced performance</li> <li>▪ a capacity to influence the participation and performance of self and others.</li> </ul>	
<b>Course Modules</b> The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: <ul style="list-style-type: none"> <li>▪ Aquatics</li> <li>▪ Athletics</li> <li>▪ Dance First Aid and Sports Injuries</li> <li>▪ Fitness</li> <li>▪ Games and Sports Applications I – depth study in Soccer (SJPHS)</li> <li>▪ Games and Sports Applications II – depth study in Rugby League (SJPHS)</li> <li>▪ Gymnastics</li> <li>▪ Healthy Lifestyle</li> <li>▪ Individual Games and Sports Applications</li> <li>▪ Outdoor Recreation</li> <li>▪ Resistance Training</li> <li>▪ Social Perspectives of Games and Sports</li> <li>▪ Sports Administration</li> <li>▪ Sports Coaching and Training</li> </ul>	
<b>Future Directions:</b> Students selecting this course should be interested in sport with a desire to explore the working and functioning of the human body. This course will assist you to make valued and informed health decisions. This course would benefit anyone who is interested in coaching, recreational education and the fitness industry.	
<b>Particular course Requirements</b> This course will be assessed by both theoretical and practical components. The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component. The time allocated to each optional module is flexible within the range of 20–40 hours depending on the number of units for the course and the way in which the course is delivered. Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure, however, that the modules selected do not duplicate PDHPE modules.	

## Exploring Early Childhood

<b>Cost:</b> \$20 - 1 unit, \$40 - 2 units	<b>Faculty:</b> Home Economics
Content Endorsed Course <b>Course number(s):</b> 31009 Exploring Early Childhood (1 unit – Year 11) 31010 Exploring Early Childhood (2 units – Year 11) 31012 Exploring Early Childhood (2 units – Year 12)	<b>Exclusions:</b> Nil
<b>Course Description:</b> <p>Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning.</p> <p>This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p> <p>The study of this course will enable students to:</p> <ul style="list-style-type: none"><li>▪ develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years;</li><li>▪ recognise the uniqueness of all children, including those who have special needs;</li><li>▪ become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play;</li><li>▪ identify the range of services developed and provided for young children and their families;</li><li>▪ consider the role of family and community in the growth, development and learning of young children;</li><li>▪ reflect upon potential implications for themselves as adults, in relation to young children;</li><li>▪ understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families.</li><li>▪ become aware of the work opportunities available in the area of children’s services.</li></ul>	
<b>Particular course Requirements</b> <p>The course comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. Fourteen optional modules are included in this course.</p> <p>The time allocated to each optional module is flexible within the range of 15–30 hours depending on the number of units for the course and the way in which the course is delivered.</p>	

## Photography, Video and Digital Imaging

**Cost:** \$50

**Faculty:** CAPA - Visual Arts

Content Endorsed Course

**Course number(s):**

35226 Photography, Video and Digital Imaging (2 units  
– Year 11)

35228 Photography, Video and Digital Imaging (2 units  
– Year 12)

**Exclusions:**

Projects developed for assessment in this subject are not to be used either in full or in part for assessment in any other Visual Arts based subjects.

**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 – film processing and darkroom printing
- Digital Photography – Photoshop and Flash

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.

## Visual Design

**Cost:** \$40

**Faculty:** CAPA - Visual Arts

Content Endorsed Course

Course numbers:

35100 Visual Design (1 unit – Year 11)

35101 Visual Design (2 units – Year 11)

35103 Visual Design (2 units – Year 12)

**Exclusions:**

Projects developed for assessment in this subject are not to be used either in full or in part for assessment in any other Visual Arts based 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 leads to and demonstrates 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:

- graphic design - publications and interactive media
- wearable design – clothing accessories and jewellery
- product design – packaging, furniture, industrial
- Interior/Exterior design – structures, stage sets and props and interiors

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.

# COURSES

## BOARD DEVELOPED COURSES

AVAILABLE FOR STUDY IN  
YEAR 12 ONLY



## English Extension 1 and 2 (Year 12)

<b>Cost:</b> Nil	<b>Faculty:</b> English
<b>Board Developed Course</b> <b>Course number(s):</b> 15160 English Extension 1 (1 unit – Year 12) 15170 English Extension 2 (1 unit – Year 12)	<b>Exclusions:</b> English Standard; English Studies; English EAL/D, English Life Skills
<b>Prerequisites:</b> 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	
<b>Course Description</b> In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.	
<b>English Extension 1 course</b> 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 <ul style="list-style-type: none"> <li>▪ Literary homelands</li> <li>▪ Worlds of upheaval</li> <li>▪ Reimagined worlds</li> <li>▪ Literary mindscapes</li> <li>▪ Intersecting worlds</li> </ul>	<b>English Extension 2 course</b> In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.
<b>Particular Course Requirements</b>	
In the English Extension 1 course students are required to study: <ul style="list-style-type: none"> <li>▪ at least <b>three</b> 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 2019–2023 document)</li> <li>▪ at least TWO related texts.</li> </ul>	In the English Extension 2 course students are required to: <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Students can choose to compose in ONE of the following forms:               <ul style="list-style-type: none"> <li>○ short fiction</li> <li>○ creative non-fiction</li> <li>○ poetry</li> <li>○ critical response</li> <li>○ script – short film, television, drama</li> <li>○ podcasts – drama, storytelling, speeches, performance poetry</li> <li>○ multimedia</li> </ul> </li> </ul>



## History Extension (Year 12)

**Cost:** Nil

**Faculty:** HSIE

Board Developed Course

**Course number(s):**

15280 History Extension (1 unit – Year 12)

**Exclusions:**

Ancient History Life Skills, Modern History Life Skills, HSIE Life Skills (where Modern or Ancient History is undertaken in this course)

**Prerequisites:**

- Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension
- Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension

**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**

The course comprises two sections.

Constructing History (Minimum 40 indicative hours)

- Key Questions:
  - Who are historians?
  - What are the purposes of history?
  - How has history been constructed, recorded and presented over time?
  - Why have approaches to history changed over time?
- Case Studies:
  - Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

History Project (Maximum 20 indicative hours)

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

**Particular Course Requirements**

The course requires students to undertake:

- one case study
- the development of one History Project

## Mathematics Extension 2 (Year 12)

<b>Cost:</b> Nil	<b>Faculty:</b> Mathematics
<b>Board Developed Course</b> <b>Course number(s):</b> 15260 Mathematics Extension 2 (1 unit – Year 12)	<b>Exclusions:</b> Mathematics Standard 1 or 2, Mathematics Life skills <b>Corequisites:</b> Mathematics Advanced, Mathematics Extension 1

### Prerequisites:

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

### Course Description:

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

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

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

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

### What Students Learn

The study of Mathematics Extension 2 in Stage 6:

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

### Year 12 Topics Covered

Topic: Proof

- The Nature of Proof
- Further Proof by Mathematical Induction

Topic: Vectors

- Further Work with Vectors

Topic: Complex Numbers

- Introduction to Complex Numbers
- Using Complex Numbers

Topic: Calculus

- Further Integration

Topic: Mechanics

- Applications of Calculus to Mechanics

## Mathematics Standard 1 and 2 (Year 12)

<b>Cost:</b> Nil	<b>Faculty:</b> Mathematics
Board Developed Course <b>Course number(s):</b> 15231 Mathematics Standard 1 (2 units – Year 12) (Cat B) 15236 Mathematics Standard 2 (2 units – Year 12) (Cat A)	<b>Exclusions:</b> Students may not study any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard Year 12 course
<b>Prerequisites:</b> 2 units of Year 11 Mathematics Standard	
<p><b>Mathematics Standard 1 (Category B)</b></p> <ul style="list-style-type: none"> <li>▪ Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.</li> <li>▪ 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.</li> </ul>	<p><b>Mathematics Standard 2 (Category A)</b></p> <ul style="list-style-type: none"> <li>▪ All students studying the Mathematics Standard 2 course will sit for an HSC examination.</li> <li>▪ 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.</li> </ul>
<p>The study of <b>Mathematics Standard 1</b> in Stage 6:</p> <ul style="list-style-type: none"> <li>▪ enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>▪ 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</li> <li>▪ provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.</li> </ul>	<p>The study of <b>Mathematics Standard 2</b> in Stage 6:</p> <ul style="list-style-type: none"> <li>▪ enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>▪ 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</li> <li>▪ provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies</li> <li>▪ provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training</li> </ul>
<p><b>Content</b></p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> <li>▪ Types of Relationships</li> </ul> <p>Topic: Measurement</p> <ul style="list-style-type: none"> <li>▪ Right-angled Triangles</li> <li>▪ Rates</li> <li>▪ Scale Drawings</li> </ul> <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> <li>▪ Investment</li> <li>▪ Depreciation and Loans</li> </ul> <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> <li>▪ Further Statistical Analysis</li> </ul> <p>Topic: Networks</p> <ul style="list-style-type: none"> <li>▪ Networks and Paths</li> </ul>	<p><b>Content</b></p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> <li>▪ Types of Relationships</li> </ul> <p>Topic: Measurement</p> <ul style="list-style-type: none"> <li>▪ Non-right-angled Trigonometry</li> <li>▪ Rates and Ratios</li> </ul> <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> <li>▪ Investments and Loans</li> <li>▪ Annuities</li> </ul> <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> <li>▪ Bivariate Data Analysis</li> <li>▪ The Normal Distribution</li> </ul> <p>Topic: Networks</p> <ul style="list-style-type: none"> <li>▪ Network Concepts</li> <li>▪ Critical Path Analysis</li> </ul>

## Science Extension (Year 12)

**Cost:** Nil  
(May incur other expenses TBA)

**Faculty:** Science

Board Developed Course  
**Course number(s):**  
15345 Science Extension (1 unit – Year 12)

**Exclusions:** All Science Life Skills Subjects  
Students can only study up to 7 units of Science in Year 12

### Prerequisites:

Study of at least one of Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 and continue the study of at least one of these science courses throughout Year 12.

### Course Description

Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

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

Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

### Content

The Year 12 course consists of four modules.

- Module 1 The Foundations of Scientific Thinking
- Module 2 The Scientific Research Proposal
- Module 3 The Data, Evidence and Decisions
- Module 4 The Scientific Research Report

### Course Requirements


- Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.
- Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.
- Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.
- The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.
- All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

# Online Subject Selection

## Year 11 Subject Selection Online Instructions

All students will receive a unique code to allow themselves to complete online subject selection. Please do not share this code with anyone else, as they could log in and change your subject choices.

### To select your subjects online:

- Go to the school webpage <https://stjohnspk-h.schools.nsw.gov.au/>
- Click on the heading 'Student Learning'. This is shown at the top of the screen
- Click on the heading 'Courses we offer' then click on 'Subject Selection' (left hand side of the screen)
- Scroll down until you find Subject Selection (here you can find the Subject Selection Booklet)
- Find the Edval logo  and click 'Online subject selection weblink'
- A screen will then come up with 'Edval'. There will be a space for you to sign into your account by entering your unique WebCode. (handed out at subject selection evening\_
- You will then be taken to a screen in which you can select your subjects
  - Do not use the back button while selecting your subjects
  - You must choose your subjects in **order of preference**
  - Remember you must select a minimum of 18 units (at least 9 subjects) and a maximum of 20 units.

### Important Information:

- You must print your subject selection form and bring it with you to your interview
- Parents or caregivers must sign the completed form

**If there are any questions please don't hesitate contact Head Teacher Administration or Deputy Principal.**

# Excellence in Education



## ST JOHNS PARK HIGH SCHOOL

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