

# ST JOHNS PARK HIGH SCHOOL



2025 | 2026

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

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

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

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

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

|                    |                                |         |         |
|--------------------|--------------------------------|---------|---------|
| <b>English</b>     | ▪ English Extension 1 and 2    | 1 unit  | Page 65 |
| <b>HSIE</b>        | ▪ History Extension            | 1 unit  | Page 66 |
| <b>Mathematics</b> | ▪ Mathematics Extension 2      | 1 unit  | Page 67 |
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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
- EX-10-SION Program
- Welfare Presentation – Preparing for Senior Studies

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 award of the Higher School Certificate, students must:

- have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have completed [HSC: All My Own Work](#) (or its equivalent)
- have demonstrated a minimum standard of literacy and numeracy (see [ACE 4060](#)) within 5 years of STARTING the HSC course
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program or its equivalent.

Note: Exemptions may apply to the minimum standard of literacy and numeracy (see [ACE 4061](#))

## 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.
2. **Repeating** - You can repeat one or more courses within the 5 years (see pathway 1) without a penalty. Your RoSA will report the results of all attempts. If eligible, the Universities Admissions Centre (UAC) will calculate your Australian Tertiary Admission Rank (ATAR) from your most recent HSC results.
3. **Credit transfer 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. **Undertaking a school-based apprenticeship or traineeship**- You can start an apprenticeship or complete a traineeship while you study at school. A school-based apprenticeship or traineeship combines paid work, training and school studies. You will gain an industry recognised national VET qualification and credit 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**

**Board Developed Courses** – Board Developed Courses are the large number of courses set and examined by NESA that can contribute to the calculation of the ATAR. These include:

- general education courses
- [VET Industry Curriculum Framework courses](#)
- [Life Skills courses](#) (not examined).

**Board Endorsed Courses** – Board Endorsed Courses count towards the HSC but do not have a HSC exam and do not contribute towards the calculation of the ATAR. These include:

- [Content Endorsed Courses](#)
- [VET Board Endorsed Courses](#)
- [School developed Board Endorsed Courses](#)
- [University developed Board Endorsed Courses](#).

**Life Skills Courses** – Students with intellectual disability can pursue their HSC through Life Skills courses. They have specific entry requirements, and while they don't count towards an ATAR, students still need to meet general eligibility and study patterns to earn the HSC. Talk with the Year Adviser or Careers Adviser to find out whether these courses are suitable.

**Vocational Education and Training Courses (VET)** - VET courses contribute towards the HSC credential and Australian Qualifications Framework (AQF) VET qualification. They 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:

- 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.

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.

Only students who meet the HSC minimum standard will receive an 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. This means that students who demonstrate the standard have the skills to do things like:

- follow safety instructions in equipment manuals
- understand a mobile phone plan
- write a job application
- create a personal weekly budget.

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

### 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://www.nsw.gov.au/education-and-training/nesa/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 NESA
- 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 NESA 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 (by application)                         | 2 units | Mathematics                             |
|   | ▪ Mathematics Accelerated Extension (by application)               | 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<br>(*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                        |
|   | ▪ Legal Studies  | 2 units | Legal Studies                           |
|   | ▪ Modern History   | 2 units | Modern History                          |
| PDHPE                                   | ▪ Community and Family Studies                                     | 2 units | Community and Family Studies            |
|   | ▪ Health and Movement Science                                      | 2 units | Health and Movement Science             |
| 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                                 |
| 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                     | 2     | Home Economics |
| Numeracy                                | 2     | Mathematics    |
| Photography                             | 2     | CAPA           |
| Sport, Lifestyle and Recreation Studies | 2     | PDHPE          |
| Visual Design                           | 2     | CAPA           |
| Work Studies                            | 2     | Careers        |

## 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.

| Course  | Exclusion   |
|---|---|
| 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)**

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             | Advanced | BDC  | 2         | English           | Advanced   | 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

**B. 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

**C. 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  | 2         | English         | Studies    | BDC  | 2         |
| Mathematics         | Standard | BDC  | 2         | Mathematics     | Standard 1 | BDC  | 2         |
| Hospitality         |          | VET  | 2         | Hospitality     |            | VET  | 2         |
| Construction        |          | VET  | 2         | Construction    |            | VET  | 2         |
| Retail Services     |          | VET  | 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

**D. 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  | 2         | English             | Studies    | BDC  | 2         |
| Mathematics           | Standard | BDC  | 2         | Mathematics         | Standard 1 | BDC  | 2         |
| Industrial Technology | Timber   | BDC  | 2         |                     |            |      |           |
| Italian - Beginners   |          | BDC  | 2         | Italian - Beginners |            | BDC  | 2         |
| Work Studies          |          | CEC  | 2         | Work Studies        |            | CEC  | 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



### 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<br><b>Course number(s):</b><br>11140 English Advanced (2 units – Year 11)<br>15140 English Advanced (2 units – Year 12) | <b>Exclusions:</b><br>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 skillful 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><br/>11165 English EAL/D (2 units – Year 11)<br/>15155 English EAL/D (2 units – Year 12)</p>  | <p><b>Exclusions:</b><br/>English Standard; English Advanced; English Studies;<br/>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<br><b>Course number(s):</b><br>11130 English Standard (2 units – Year 11)<br>15130 English Standard (2 units – Year 12)   | <b>Exclusions:</b><br>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><br><b>Course number(s):</b><br>11255 Mathematics Advanced (2 units – Year 11)<br>15255 Mathematics Advanced (2 units – Year 12) | <b>Exclusions:</b><br>Mathematics Standard 1, Mathematics Standard 2,<br>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  |
| Board Developed Course<br><b>Course number(s):</b><br>11250 Mathematics Extension (1 unit – Year 11)<br>15250 Mathematics Extension 1 (1 unit – Year 12) | <b>Exclusions:</b><br>Mathematics Standard 1, Mathematics Standard 2,<br>Mathematics Life Skills |

**Prerequisites:**

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry.

**Corequisites:** Mathematics Advanced

**Course Description**

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

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

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

All students studying the Mathematics Extension 1 course will sit for an HSC examination.

**What Students learn**

The study of Mathematics Extension 1 in Stage 6:

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

**Preliminary Course**

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

**Topic: Functions**

- Further Work with Functions
- Polynomials

**Topic: Trigonometric Functions**

- Inverse Trigonometric Functions
- Further Trigonometric Identities

**Topic: Calculus**

- Rates of Change

**Topic: Combinatorics**

- Working with Combinatorics

**HSC Course**

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

**Topic: Proof**

- Proof by Mathematical Induction

**Topic: Vectors**

- Introduction to Vectors

**Topic: Trigonometric Functions**

- Trigonometric Equations

**Topic: Calculus**

- Further Calculus Skills
- Applications of Calculus

**Topic: Statistical Analysis**

- The Binomial Distribution

## Mathematics Standard

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| <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

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

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| <p><b>Cost:</b> Nil<br/>(May incur excursion/competition expenses up to \$100)</p>   | <p><b>Faculty:</b> Science</p>   |
| <p>Board Developed Course</p> <p><b>Course number(s):</b><br/>11050 Chemistry (2 units – Year 11)<br/>15050 Chemistry (2 units – Year 12)</p>  | <p><b>Exclusions:</b><br/>Chemical World Science Life Skills<br/>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

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

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

**Cost:** Nil  
(May incur other expenses up to \$100)

**Faculty:** Science

Board Developed Course  
**Course number(s):**  
11310 Physics (2 units – Year 11)  
15330 Physics (2 units – Year 12)

**Exclusions:** 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

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

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| <b>Cost:</b> Nil  | <b>Faculty:</b> HSIE  |
| <p>Board Developed Course</p> <p><b>Course number(s):</b></p> <p>11020 Ancient History (2 units – Year 11)</p> <p>15020 Ancient History (2 units – Year 12)</p>   | <p><b>Exclusions:</b></p> <p>Ancient 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 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

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| <b>Cost:</b> Nil   | <b>Faculty:</b> HSIE  |
| <p>Board Developed Course</p> <p><b>Course number(s):</b><br/>           11040 Business Studies (2 units – Year 11)<br/>           15040 Business Studies (2 units – Year 12)</p>  | <p><b>Exclusions:</b><br/>           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> |

## Legal Studies

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| <b>Cost:</b> Nil   | <b>Faculty:</b> HSIE  |
| Board Developed Course<br><b>Course number(s):</b><br>11220 Legal Studies (2 units – Year 11)<br>15220 Legal Studies (2 units – Year 12) | <b>Exclusions:</b><br>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

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| <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>   |

## Community and Family Studies

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

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| <p><b>Preliminary Course</b></p> <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> | <p><b>HSC Course</b></p> <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> <p><b>HSC Option Modules</b><br/> <b>Select one of the following (approximately 25% of course time):</b></p> <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.

## Health and Movement Science

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| <p><b>Cost:</b> Nil<br/>(May incur some excursion costs and approx. \$85 for First Aid Course)</p>   | <p><b>Faculty:</b> PDHPE</p>  |
| <p>Board Developed Course<br/><b>Course number(s):</b><br/>Health and Movement Science (2 units – Year 11)<br/>Health and Movement Science (2 units – Year 12)</p> | <p><b>Exclusions:</b><br/>Health and Movement Science Life Skills</p> |

### Course Description

- Year 11 is organised into 2 focus areas: Health for individuals and communities; and the body and mind in motion.
- Year 12 is organised into 2 focus areas: Health in an Australian and global context; and Training for improved performance.
- Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11.
- The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content. These skills encircle the syllabus structure along with the propositions ‘Focus on educative purpose, take a strengths-based approach, value movement, develop health literacy and include a critical inquiry approach.’

### Preliminary Course

Health for individuals and communities (40hs)  
The body and mind in motion (40 hrs)  
Collaborative Investigation (20 hrs)  
Depth studies (a minimum of 2) (20 hrs)

### HSC Course

- Health in an Australian and global context (45 hrs)
- Training for improved performance (45 hrs)
- Depth studies (a minimum of 2) (30 hrs)

### Particular Course Requirements –

#### Depth Studies - Year 11

The requirements for the Depth Studies include:

- a total of 20 hours of in-class time allocated in Health for Individuals and Communities and/or The Body and Mind in Motion
- a minimum of 2 Depth Studies
- knowledge and understanding, and skill outcomes, to be addressed in each depth study.

#### Collaborative Investigation

The collaborative investigation task provides students with the opportunity to work collaboratively on an agreed topic, aligned with the content and concepts explored through course work.

- It will be formally assessed, individually and as a group.

#### Depth Studies Year 12

The requirements for the Depth Studies include:

- a total of 30 hours of in-class time allocated in Health in an Australian and Global Context and/or Training for Improved Performance
- a minimum of 2 Depth Studies
- knowledge and understanding, and skill outcomes, to be addressed in each depth study
- one depth study must be formally assessed as a school-based assessment task.

# Agriculture

|  |   |
|--|---|
| <b>Cost:</b> Nil   | <b>Faculty:</b> Industrial Arts   |
| Board Developed Course<br><b>Course number(s):</b><br>11010 Agriculture (2 units – Year 11)<br>15010 Agriculture (2 units – Year 12)   | <b>Exclusions:</b><br>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><br/>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

**Cost:** \$70 (for food costs)

**Faculty:** Home Economics

Board Developed Course

**Course number(s):**

11180 Food Technology (2 units – Preliminary)

15180 Food Technology (2 units – HSC)

**Exclusions:** 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

|  |  |
|--|--|
| <b>Cost:</b> \$40 per year<br>(includes Unity Gaming Software Training)  | <b>Course:</b> Faculty: Home Economics   |
| Board Developed Course<br><b>Course number(s):</b><br>TBA Enterprise Computing (Year 11, 2 units)<br>TBA Enterprise Computing (Year 12, 2 units) | <b>Exclusions:</b><br>Computing Technology Life Skills<br>Technology Life Skills |

**Course Description:**

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.

work, students will create their own information system to meet an identified need.

|   |   |
|---|---|
| <b>Preliminary Course:</b><br>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. <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> | <b>HSC Course</b><br>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. <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> |
|---|---|

**Particular Course Requirements**

- In Year 11 there will be 3 assessment tasks: a research assignment, a major project and a formal written examination.
- In Year 12 there will be 4 assessment tasks: a research assignment, a major enterprise project, a written examination and the trial HSC examination.
- The HSC examination will be 2 hours and 30 minutes undertaken using a computer.

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.

## Textiles and Design

**Cost:** \$20 per year  
(plus free choice and major project fabrics)

**Faculty:** Home Economics

Board Developed Course

**Course number(s):**

11370 Textiles and Design (2 units – Preliminary)

15390 Textiles and Design (2 units – HSC)

**Exclusions:** 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><br/>           11720 Italian Beginners (2 units – Year 11)<br/>           15790 Italian Beginners (2 units – Year 12)</p> | <p><b>Faculty:</b> Languages</p> <p><b>Exclusions:</b> Italian Continuers; Italian Extension</p> |
|---|--|

**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 Italian. Topics covered provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.

Topics studied through two interdependent perspectives, the personal world and Italian communities, provide contexts in which students develop their communication skills in Italian 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 Italian - speaking communities through the study of a range of texts.

|  |  |
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| <p><b>Preliminary Course</b></p> <p>Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in the Italian language</p> | <p><b>HSC Course</b></p> <p>Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in the Italian language</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>▪ Family life, home and neighbourhood</li> <li>▪ People, places and communities</li> <li>▪ Education and work</li> <li>▪ Friends, recreation and pastimes</li> <li>▪ Holidays, travel and tourism</li> <li>▪ Future plans and aspirations.</li> </ul> |
|--|--|

**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>



# 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

| <b>2025 Construction Course Descriptor</b><br><b>CPC20220 Certificate II in Construction Pathways (Release 6) &amp; Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)</b>  |   |
|--|---|
| <p><i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i></p>   |   |
| <b>Course: Construction</b><br>Industry Curriculum Framework (ICF)<br>Australian Tertiary Admission Rank (ATAR) eligible course  | <b>HSC credit – 4 units</b><br>(2 units x 2 years or 4 units x 1 year)<br>Board Developed Course (240 hour)                               |
| <p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, 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 qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) &amp; Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <a href="https://training.gov.au/Training/Details/CPC20220">https://training.gov.au/Training/Details/CPC20220</a> &amp; <a href="https://training.gov.au/Training/Details/CPC20120">https://training.gov.au/Training/Details/CPC20120</a> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.</p> <p><b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b></p> |   |
| <b>Transferrable industry skills gained in this course</b>   |   |
| <ul style="list-style-type: none"> <li>risk management</li> <li>time management</li> <li>basic emergency response</li> </ul>   | <ul style="list-style-type: none"> <li>communication</li> <li>problem solving</li> <li>decision making</li> </ul>                         |
| <b>Examples of occupations in the construction industry</b>  |   |
| <ul style="list-style-type: none"> <li>carpentry</li> <li>joinery</li> </ul>   | <ul style="list-style-type: none"> <li>bricklaying</li> <li>builder's labourer</li> </ul>   |
| <b>VET requirements</b>  |   |
| <p><b>Competency-Based Assessment</b><br/>           In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p> <p><b>Appeals and Complaints</b><br/>           You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>   |   |
| <b>HSC requirements</b>  |   |
| <p><b>Mandatory course requirements</b><br/>           You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p> <p><b>External Assessment (optional HSC examination for ATAR purposes)</b><br/>           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 your eligibility to receive a vocational qualification.</p>   |   |
| <p><b>Consumable costs: Preliminary - \$40    HSC - \$40</b></p> <p><b>White card course - \$100</b></p>   | <p><b>Refunds</b><br/>           Refund arrangements are on a pro-rata basis<br/>           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> Students can only undertake the Construction (120 indicative hours) course or the Construction (240 indicative hours) course. General information about NESA VET course exclusions can be found <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>  |   |

## 2025 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality

*This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.*

**Course: Hospitality (Food and Beverage)**  
Industry Curriculum Framework (ICF)  
Australian Tertiary Admission Rank (ATAR) eligible course

**HSC credit – 4 units**  
(2 units x 2 years or 4 units x 1 year)  
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, 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 qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the 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.

**Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.**

### Transferrable industry skills gained in this course

- |                           |                     |
|---------------------------|---------------------|
| • customer service skills | • adaptability      |
| • teamwork                | • critical thinking |
| • organisational skills   | • problem solving   |

### Examples of occupations in the hospitality industry

- |                                    |                           |   |
|------------------------------------|---------------------------|---|
| • food and beverage attendant      | • restaurant host/hostess | • function attendant                      |
| • espresso coffee machine operator | • receptionist            | • barista and café service administration |

### VET requirements

#### Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

#### Appeals and Complaints

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

### HSC requirements

#### Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

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

The Higher School Certificate examination for Hospitality 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 your eligibility to receive a vocational qualification.

#### Consumable costs:

**Preliminary - \$20**

**HSC - \$20**

#### 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/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality>

**Exclusions:** In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

**2025 Information and Digital Technology Course Descriptor**  
**ICT30120 Certificate III in Information Technology**

*This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.*

**Course: Information and Digital Technology**

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

**HSC credit – 4 units**

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, 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 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 the requirements for the Registered Training Organisation and NESA. To gain the 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.

**Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.**

**Transferrable industry skills gained in this course**

- using technology to organise information
- creativity
- programming techniques
- critical thinking
- problem solving
- teamwork

**Examples of occupations in the information and digital technology industry**

- Analyst programmer
- Web Developer
- IT Manager
- Network professional
- Motion Graphics Designer
- Systems Analyst

**VET requirements**

**Competency-Based Assessment**

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

**Appeals and Complaints**

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

**HSC requirement**

**Mandatory course requirements**

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

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

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

**Consumable costs: Preliminary - \$0 HSC - \$0**

**Refunds – N/A**

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/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-iii-information-technology>

**Exclusions:** In this Framework, students can only undertake the Information and Digital Technology (120 indicative hours) course or the Information and Digital Technology (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

**2025 Retail Services Course Descriptor**  
**SIR30216 Certificate III in Retail**

*This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact*

**Course: Retail [Services](#)**

Industry Curriculum Framework (ICF)  
Australian Tertiary Admission Rank (ATAR) eligible course

**HSC credit – 4 units**

(2 units x 2 years or 4 units x 1 year)  
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, 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 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 of the Registered Training

Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.**

**Transferrable industry skills gained in this course**

- maintain store operations
- using technology to organise information
- meeting organisational expectations
- customer service skills
- teamwork
- problem solving

**Examples of occupations in the retail services industry**

- frontline sales assistant
- customer service representative
- shop assistant
- retail supervisor
- team leader
- senior sales assistant

**VET requirements**

**Competency-Based Assessment**

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

**Appeals and Complaints**

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

**HSC requirements**

**Mandatory course requirements**

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

**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 your eligibility to receive a vocational qualification.

**Consumable costs: Preliminary - \$100**

**HSC - \$100**

**Uniform purchase - \$70**

**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:** In this framework students can only undertake the Retail Services (120 indicative hours) course or the Retail Services (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>





# 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                      | ✓                                  | 10/6/2025 | 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<br>Physical World Science Life Skills<br>Earth and Space Science Life Skills<br>Living World Science Life Skills<br>Chemical World Science Life Skills   |
| <u>Technologies</u>  | Agriculture Life Skills<br>Design and Technology Life Skills<br>Food Technology Life Skills<br>Industrial Technology Life Skills<br>Computing Technology Life Skills<br>Technology Life Skills<br>Textiles and Design Life Skills  |
| <u>HSIE</u>          | Aboriginal Studies Life Skills<br>Ancient History Life Skills<br>Business and Economics Life Skills<br>Citizenship and Legal Studies Life Skills<br>Geography Life Skills<br>Human Society and its Environment Life Skills<br>Modern History Life Skills<br>Society and Culture Life Skills<br>Studies of Religion I Life Skills<br>Studies of Religion II Life Skills<br>Work and the Community Life Skills |
| <u>Creative Arts</u> | Creative Arts Life Skills<br>Dance Life Skills<br>Drama Life Skills<br>Music Life Skills<br>Visual Arts Life Skills  |
| <u>PDHPE</u>         | Community and Family Studies Life Skills<br>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  |
| <p>Content Endorsed Course</p> <p><b>Course number(s):</b></p> <p>35015 Sport, Lifestyle and Recreation Studies (2 units – Year 11)</p> <p>35017 Sport, Lifestyle and Recreation Studies (2 units – Year 12)</p>   | <p><b>Exclusions:</b></p> <p>Students studying Board Developed PDHPE must not study CEC modules which duplicate HMS modules.</p> |
| <p><b>Course Description</b></p> <p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>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.</p> <p>Through the course students will develop:</p> <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> |  |
| <p><b>Course Modules</b></p> <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <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</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>   |  |
| <p><b>Future Directions:</b></p> <p>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.</p>  |  |
| <p><b>Particular course Requirements</b></p> <p>This course will be assessed by both theoretical and practical components.</p> <p>The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component.</p> <p>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.</p> <p>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.</p>  |  |

## Exploring Early Childhood

**Cost:** Nil

**Faculty:** Home Economics

**Content Endorsed Course**

**Exclusions:** Nil

**Course number(s):**

31010 Exploring Early Childhood (2 units – Year 11)

31012 Exploring Early Childhood (2 units – Year 12)

### **Course Description:**

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years;
- recognise the uniqueness of all children, including those who have special needs;
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play;
- identify the range of services developed and provided for young children and their families;
- consider the role of family and community in the growth, development and learning of young children;
- reflect upon potential implications for themselves as adults, in relation to young children;
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families.
- become aware of the work opportunities available in the area of children's services.

### **Particular course Requirements**

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.

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.

## Photography, Video and Digital Imaging

**Cost:** \$50 per year

**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 per year

**Faculty:** CAPA - Visual Arts

Content Endorsed Course

Course numbers:

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.

## Work Studies

**Cost:** Nil

**Faculty:** Careers

Content Endorsed Course

Course numbers:

35201 Work Studies (2 units – Year 11)

35203 Work Studies (2 units – Year 12)

**Exclusions:**

16671 Work and the Community Life Skills (2 units – Preliminary)

16671 Work and the Community Life Skills (2 units – HSC)

### **Course Description:**

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

### **Main Topics Covered**

- Core: My Working Life
- Modules: There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

The Work Studies course assists students to:

- recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- develop an understanding of the changing nature of work and the implications for individuals and society
- undertake work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

### **Particular Course Requirements**

Nil

# Numeracy

**Cost: Nil**

**Faculty: Mathematics**

**Content Endorsed Course**

**Exclusions: Nil**

**Course Description:**

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

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

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

**What students learn**

The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions

in order to manage situations and solve problems relating to their present and future needs.

**Year 11 course**

The Numeracy Year 11 course content comprises 2 modules. The modules are divided into content areas.

**Module 1:**

- 1.1: Whole numbers
- 1.2: Operations with whole numbers
- 1.3: Distance, area and volume
- 1.4: Time
- 1.5: Data, graphs and tables

**Module 2:**

- 2.1: Fractions and decimals
- 2.2: Operations with fractions and decimals
- 2.3: Metric relationships
- 2.4: Length, mass and capacity
- 2.5: Chance

**Year 12 course**

The Numeracy Year 12 course content comprises 2 modules, with the Modules divided into content areas.

**Module 3:**

- 3.1: Percentages
- 3.2: Operations with numbers
- 3.3: Finance
- 3.4: Location, time and temperature
- 3.5: Space and design

**Module 4:**

- 4.1: Rates and ratios
- 4.2: Statistics and probability
- 4.3: Exploring with NRMT

**Particular Course Requirements**

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



# 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   |
| <p>Board Developed Course</p> <p><b>Course number(s):</b><br/>           15160 English Extension 1 (1 unit – Year 12)<br/>           15170 English Extension 2 (1 unit – Year 12)</p>   | <p><b>Exclusions:</b> English Standard; English Studies; English EAL/D, English Life Skills</p>   |
| <p><b>Prerequisites:</b><br/>           English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12<br/>           English Extension 1 in Year 12 is a prerequisite for English Extension 2</p>   |   |
| <p><b>Course Description</b></p> <p>In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. 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.</p> |   |
| <p><b>English Extension 1 course</b></p> <p>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.</p> <p>The electives are</p> <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>   | <p><b>English Extension 2 course</b></p> <p>In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.</p> <p>The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.</p>  |
| <p><b>Particular Course Requirements</b></p>  |   |
| <p>In the English Extension 1 course students are required to study:</p> <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>   | <p>In the English Extension 2 course students are required to:</p> <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)

**Cost:** Nil

**Faculty:** Mathematics

Board Developed Course

**Course number(s):**

15260 Mathematics Extension 2 (1 unit – Year 12)

**Exclusions:** Mathematics Standard 1 or 2,  
Mathematics Life skills

**Corequisites:** 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)

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| <b>Cost:</b> Nil   | <b>Faculty:</b> Mathematics  |
| Board Developed Course<br><b>Course number(s):</b><br>15231 Mathematics Standard 1 (2 units – Year 12) (Cat B)<br>15236 Mathematics Standard 2 (2 units – Year 12) (Cat A)   | <b>Exclusions:</b><br>Students may not study any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard Year 12 course  |
| <b>Prerequisites:</b><br>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)

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|---|--|
| <b>Cost:</b> Nil<br>(May incur other expenses TBA)  | <b>Faculty:</b> Science  |
| <b>Board Developed Course</b><br><b>Course number(s):</b><br>15345 Science Extension (1 unit – Year 12) | <b>Exclusions:</b> All Science Life Skills Subjects<br>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 (9, 2 unit 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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