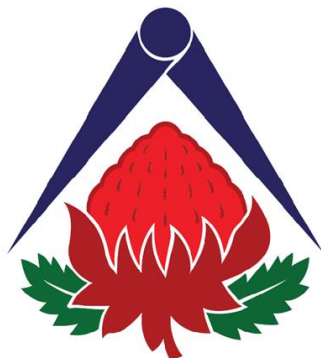


KIRRAWEE HIGH



Curriculum Guide

Studying for the 2024 HSC

An information handbook for students entering Year 11 in 2023

A copy of this document is available online at <https://kirraweehigh.school/> under the 'Senior Students' tab

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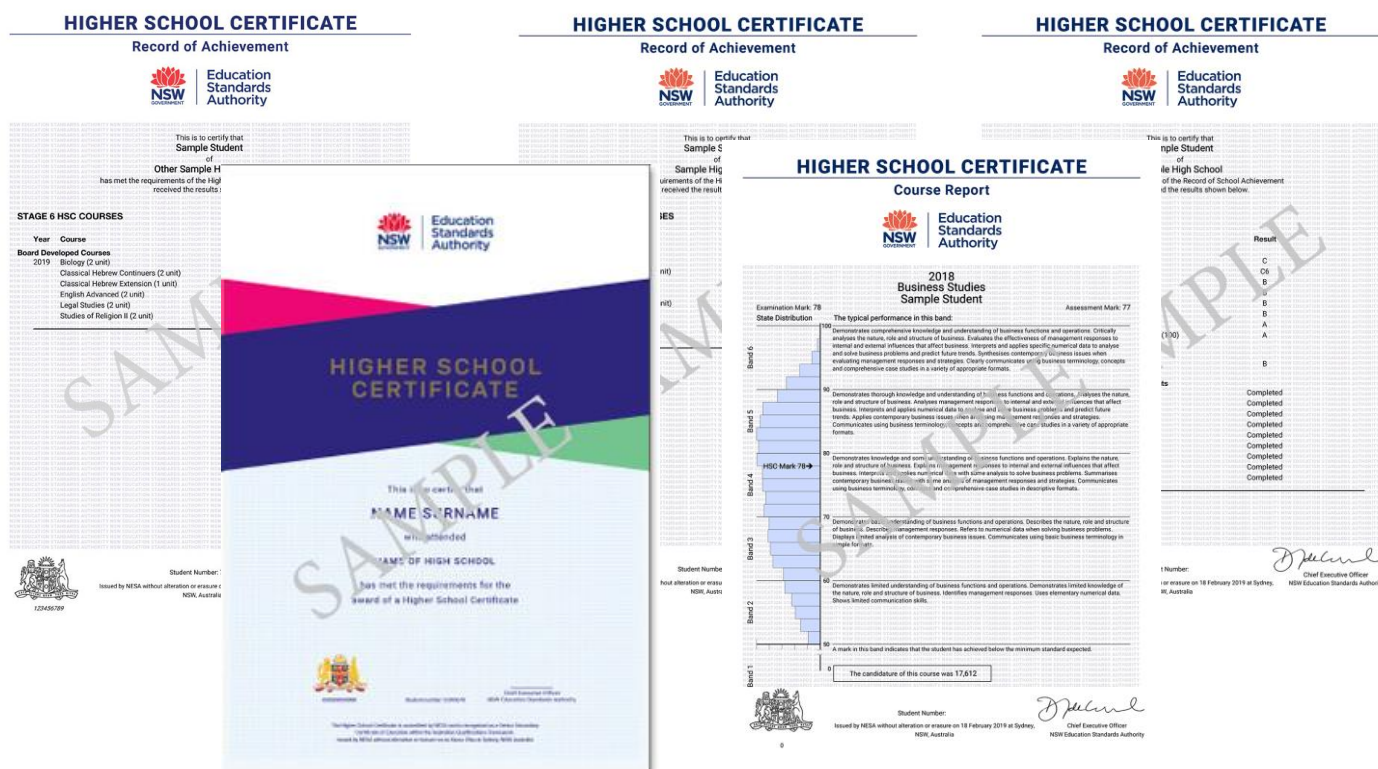
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THE HSC PORTFOLIO

Each student will receive a portfolio containing the HSC testamur, the Record of Achievement and individual course reports detailing examination and assessment performance.*

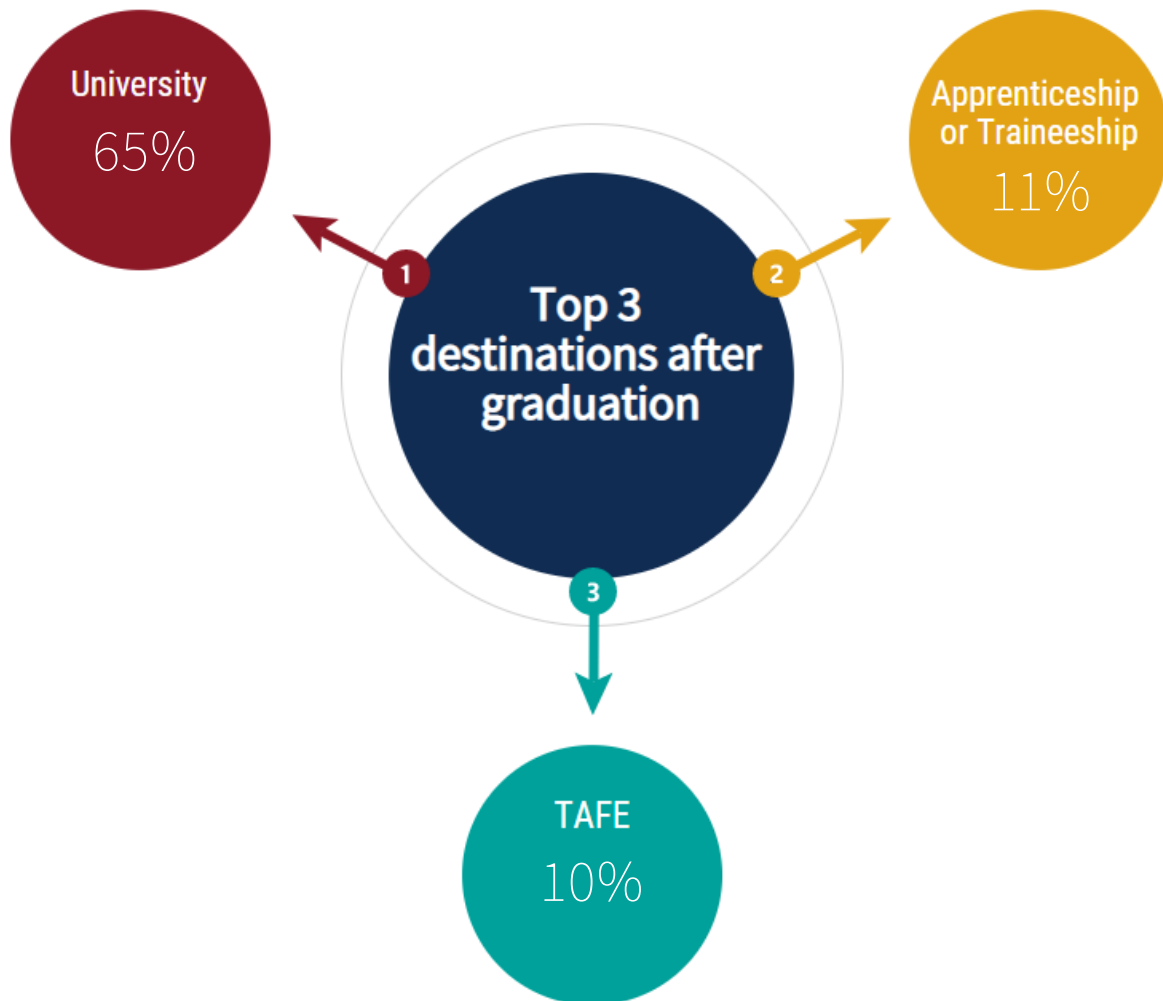
*VET Credentials

If applicable, certificates for dual accredited Vocational Education and Training (VET) courses will be included.



KIRRAWEE HIGH SCHOOL POST-SCHOOL DESTINATIONS

The top 3 destinations of students who completed their HSC at Kirrawee in 2021 are listed below. Other students matriculated to fulltime work and gap years.



SECTION 1 – GENERAL INFORMATION

Information about the Higher School Certificate

This is your introduction to the Higher School Certificate and the many options available. More information is contained in the NSW Education Standards Authority (NESA) publication: *'Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students'*.

The Higher School Certificate

- The Higher School Certificate is the highest educational award that can be gained in NSW Schools. It is internationally recognised and provides a strong foundation for the future, whether a student will be entering tertiary studies, vocational training or employment.
- At Kirrawee students are offered a broad range of courses to suit most interests and ability levels. Most courses are of 2 Unit value. Extension courses are offered in some subjects for students keen to undertake in-depth studies.
- Vocational Education and Training courses count towards the HSC and lead to qualifications recognised across a range of industries.

HSC Eligibility

To be eligible for the HSC you need to:

- be enrolled at a NSW government school, or a registered and accredited nongovernment school, or a TAFE NSW institute
- study the right number and type of courses:
 - a minimum of 12 Units in the Preliminary course and a minimum of 10 Units in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - 2 Units of English
 - at least 6 Units from Board Developed Courses including at least 2 Units of a Board Developed Course in English
 - at least three courses of 2 Units value or greater
 - at least four subjects (example: English Standard, English Advanced, English Studies, Preliminary English Extension, HSC English Extension 1 and HSC English Extension 2 are all separate courses within the same subject).
- satisfactorily complete the course requirements, including any practical or project work, or work placement
- complete tasks set by your school for the assessment of each HSC course
- sit for and make a serious attempt at the Higher School Certificate examinations.

All students studying an HSC course must also complete the HSC: *All My Own Work* program in ethical scholarship (or its equivalent). This will help students to further understand their rights and responsibilities in HSC assessment. KHS students will sit this course in Year 10 Term 4.

Teachers will maintain records of student attendance, participation and progress within each course. Where a concern exists, the student's performance will be reviewed to see whether he or she should be allowed to continue in that course.

Types of Courses

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

Board Developed Courses

These courses are developed by the Board of Studies. There is a syllabus for each course which contains:

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

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Content Endorsed Courses (CECs)

Content Endorsed Courses do not count in the calculation of the ATAR

These have syllabuses endorsed by the NSW Education Standards Authority (NESA) to cater for areas of special interest not covered in the Board Developed Courses.

Most HSC courses delivered by TAFE are Content Endorsed Courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but these count towards the Higher School Certificate and appear on your Record of Achievement.

Vocational Education and Training (VET) Courses (Board Developed or Content Endorsed)

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations.

These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Quality Training Framework (AQTF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

These courses each have a **mandatory** workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained.

Some of these courses will be delivered by schools, while **others will be delivered by TAFE or other providers.**

Further information about VET courses appears in the section listing the HSC courses available.

What are units?

All courses offered for the Higher School Certificate have a unit value. Most courses are 2 Unit.

Each unit involves class time of approximately 3 periods per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 Unit course is studied for 6 periods per week and has a value of 100 marks.

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

2 Unit Courses

- are the basic structure for most courses.
- have a value of 100 marks.

Extension Courses

- are available in a number of subjects.
- build on the content of the 2 Unit course and carry an additional value of 1 unit.
- require students to work beyond the standard of the 2 Unit course. Extension courses are available in English, Mathematics, Science, History, Music, French, German and Japanese.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

Selecting Courses

Each student needs to carefully consider a combination of courses that meets their particular needs and interests. Do not choose something simply because a friend chooses it!

Some advice:

- Choose subjects that you like, or think you will like. Some subjects are new in the senior school so you will not have experienced them before. *All* subjects are available to you, whether you are studying them in Year 10, last studied them in Year 8 or have never studied them before.
- Look honestly at your previous reports. If you have been successful in a particular subject this could be a good indication for the future.
- If you have a particular career path in mind you should check with the Careers Adviser to see if there are any subjects that are required at the HSC level - these are called pre-requisites. **There are very few pre-requisites imposed by universities.** The UAC University Entry requirement is available with the Careers Adviser.
- Do not worry if you have no idea what you want to do when you leave school. There are many people like you! Choose a broad based mixture of courses which does not limit your options for the future.
- Do not be confused by rumours that some subjects may be 'scaled up or down' for the calculation of the ATAR. **There is no magic formula or combination of subjects which will guarantee success in the HSC.** You should choose the most appropriate course (and level of course where applicable) that suits your interests and abilities.

Additional Information

Additional information about the HSC and courses is available on the NSW Education Standards Authority (NESA) Website

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

Minimum Standards Tests

To achieve the HSC, students must show they meet the 'HSC minimum standard'. Students will need to sit short online reading, writing and numeracy tests. Students must obtain a level 3 or 4 (based on levels 1-4 of the Australian core skills framework)

These tests will initially be implemented during Year 10. Students who do not achieve a level 3 or 4 will be required to resist the tests. KHS will organise multiple opportunities for resitting during Year 11 and 12. Students may still attempt the test up to 5 years after the conclusion of Year 12.

Important Notes

1. The information contained in this booklet was current at the time of printing. Amendments and additional information will be passed on to students when they become available.
2. Kirrawee High School has always and will continue to offer a broad and balanced curriculum for its senior students. However, some of the courses written by the NSW Education Standards Authority (NESA) and published in the booklet *Studying for the NSW Higher School Certificate - An Information Booklet for Year 10 Students*, will not be offered to students at this school. In addition, some courses offered in this Curriculum Information Booklet may not run because of insufficient student numbers and/or staffing/resource constraints.
3. Some Year 11 courses with small numbers may run, but with a reduction in periods (reduced face-to-face teaching). **Year 12 HSC courses may similarly be taught on a reduced face-to-face basis due to reduced numbers at the end of the Preliminary Course.** Teachers and resources of our Independent Learning Centre are used as additional support for students whose classes are on reduced periods. To maintain flexibility, the school cannot guarantee which classes may run or have periods reduced. However, each decision is made in consultation with teachers and Head Teachers who know the students well. These arrangements have long been used at Kirrawee and across the system. Our consistent HSC results over the years give us confidence in our curriculum decision-making.
4. There will be a minimum course cost of either \$15 or \$20 per subject. Any course that exceeds this amount will be included at the end of the course description. The additional costs are to cover consumable costs and annual costs.
5. It should also be noted that, as a Languages High School, we try to maximise the opportunities for students wishing to study languages in the senior school.
6. It is school policy that if a course is offered by the school, permission will not be given for a student to study the same course through another provider such as TAFE or Open High School.

Information About University Entrance

University Entry

Each year approximately 40 000 current school leavers apply through UAC for admission to courses offered by NSW and ACT universities. For the majority of courses there are more applicants than places. Applicants must be ranked to allow selection to take place.

The first step in the selection process is to check whether applicants have satisfied any and all prerequisites specified for the courses for which they have applied. For example, a Bachelor of Software Engineering at the Australian National University specifies NSW Advanced Mathematics as a prerequisite. If you have not met this prerequisite you will not be considered for the course. Some courses have additional selection criteria, such as a portfolio, interview, audition, questionnaire or test. You can find more details about additional selection criteria and the selection process in the *UAC Guide*. [The UAC 'steps to Uni for Year 10' student guide can be accessed here.](#)

The second step is to rank all applicants who satisfy the prerequisites for that course using the Australian Tertiary Admission Rank (ATAR).

ATAR

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (i.e. all 16 to 20-year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group). It is calculated on behalf of the universities and released by UAC. The ATAR is a rank, not a mark.

It is important to note that your ranking depends solely on your performance in the HSC. ATARs are calculated for all ATAR-eligible students, but not all students are notified. Only NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC in the mail at about the same time they receive their HSC results from the Board of Studies.

Are you eligible for an ATAR?

To be eligible for an ATAR you must satisfactorily complete at least 10 units in the HSC comprising of:

- eight units from Category A courses
- two units of English
- three Board Developed courses of two units
- four subjects.

How is your ATAR calculated?

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- your best two units of English and
- your best eight units from the remaining units.

No more than two units of Category B courses can be included in the calculation of the ATAR. For the course to be included the student must sit the optional HSC examination.

Category A and Category B courses

Board Developed courses that have formal examinations are classified by the universities as Category A or Category B courses. The universities prefer to use the categorisation method to determine entry to tertiary courses and have tried to keep formal prerequisites to a minimum.

Category B courses are those where, while the level of cognitive and performance demands are not regarded as satisfactory in themselves, their contribution to a selection index is regarded as adequate if the other courses included in the aggregate are more demanding.

At present there are few Category B courses. The rules allow you to include up to two units of Category B courses in the calculation of your ATAR. Make sure you check which Board Developed courses are Category A and which are Category B.

The calculation of the ATAR is subject to the following restrictions and conditions:

- you must satisfactorily complete English
- you may accumulate courses over a period of no more than five years
- if you repeat a course, only the last satisfactory attempt will be used in the calculation of your ATAR
- if you enrol in a repeat course and subsequently withdraw, either officially by advising your Principal or NESA, or unofficially by non-attendance at the appropriate examination, you will be considered as not having completed the course and it will be regarded as a non-satisfactory attempt. In this case the mark from your previous satisfactory attempt in the course will be available for inclusion in your ATAR.

The NSW Education Standards Authority (NESA) provides students with a profile of marks that indicate how they have performed in their courses in relation to course performance standards. Both the Board's marks and the ATARs are derived from raw examination marks and moderated school assessments.

With the exception of English, which is compulsory, students are free to choose their courses of study. Consequently, individual course candidatures vary in size and nature, and there are many different enrolment patterns. Normally there are approximately 27 000 different enrolment patterns for ATAR-eligible students.

Given the choice available, a student's rank in different courses will not necessarily have the same meaning, as a good rank is more difficult to obtain when the student is competing against students of high academic ability. Because of the lack of comparability, students' raw marks are scaled before they are added to give the aggregates from which the ATARs are determined.

The scaling process is designed to encourage students to take the courses for which they are best suited and which best prepare them for their future studies. The underlying principle is that a student should neither be advantaged nor disadvantaged by choosing one HSC course over another, and the scaling algorithm estimates what students' marks would have been if all courses had been studied by all students.

Scaling modifies the mean, the standard deviation and the maximum mark in each course. Adjustments are then made to the marks of individual students to produce scaled marks. Although scaled marks are generally different from the raw marks from which they are derived, the ranking of students within a course is not changed.

Once the raw marks have been scaled, aggregates are calculated for ATAR-eligible students. In most cases, the order of merit based on these aggregates is quite different from the order of merit using aggregates based on HSC marks.

Percentiles, which indicate the ranking of students with respect to other ATAR-eligible students, are then determined on the basis of the aggregate of scaled marks.

The penultimate step is to determine what the percentiles would have been if all students in their Year 7 cohort completed Year 12 and were eligible for an ATAR. The last step is to truncate these percentiles at intervals of 0.05, commencing at 99.95. These are the ATARs.

Each ATAR corresponds to a range of aggregates. The scaling process, which does not assume that one course is intrinsically more difficult than another or that the quality of the course candidature is always the same, is carried out afresh each year. All students who complete at least one ATAR course in a given year are included in the scaling process for that year.

Further Reference

More information about the ATAR can be found in the Universities Admissions Centre (UAC) Handbook or through the Universities Admissions Centre: <https://www.uac.edu.au/future-applicants/atar>

SECTION 2 – COURSES

Board Developed Courses

The Higher School Certificate pattern of studies for most students will be made up from these courses. All students entered for the HSC who are studying these courses follow Board Developed Syllabuses. The syllabus for each course contains:

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

These courses are examined externally at the end of the HSC course and can **count towards the calculation of the Australian Tertiary Admission Rank (ATAR)**.

Board Developed Course Summary (See course notes following this table for explanation of symbols)

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Ancient History	Ancient History		HSC History Extension 1
Biology	Biology ²		HSC Science Extension ⁶
Business Studies	Business Studies		
Chemistry	Chemistry ²		HSC Science Extension ⁶
Community & Family Studies	Community & Family Studies		
Dance	Dance		
Design and Technology	Design and Technology		
Drama	Drama		
Earth and Environmental Science	Earth and Environmental Science ²		HSC Science Extension ⁶
Economics	Economics		
Engineering Studies	Engineering Studies		
English #	English Studies ⁵ English Standard English Advanced	Preliminary English Extension	HSC English Extension 1 HSC English Extension 2
Food Technology	Food Technology		
French #	French Beginners French Continuers		HSC French Extension
Geography	Geography		
Industrial Technology: Multimedia	Industrial Technology: Multimedia ⁸		
Industrial Technology: Timber Products and Furniture Technologies	Industrial Technology: Timber Products and Furniture Technologies ⁸		
Information Processes and Technology #	Information Processes and Technology ⁷		
Investigating Science	Investigating Science ²		HSC Science Extension ⁶
Japanese #	Japanese Beginners Japanese Continuers		HSC Japanese Extension
Legal Studies	Legal Studies		

Course summary continued

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Mathematics #	Mathematics Standard 1 Mathematics Standard 2 Mathematics Advanced	Preliminary Mathematics Extension	HSC Extension 1 HSC Extension 2
Modern History	Modern History		HSC History Extension ¹
Music #	Music 1 ³ Music 2		HSC Music Extension
PDHPE	PDHPE		
Physics	Physics ²		HSC Science Extension ⁶
Society and Culture	Society and Culture		
Software Design and Development	Software Design and Development		
Textiles and Design	Textiles and Design		
Visual Arts	Visual Arts		

Content Endorsed Courses

Two unit courses studied in Year 11 and 12. These units do not count in the calculation of an ATAR

Subject
Creative Arts (studying Ceramics and Visual Design)
Exploring Early Childhood
Numeracy
Photography
Sport Lifestyle & Recreation

VET Courses: offered at school

Subject	Course	Extension
Business Services	Business Services (240 hours)*	
Construction	Construction (240 hours)*	Construction Specialist Studies (60 hours) Construction Specialist Studies (120 hours)
Entertainment Industry	Entertainment Industry (240 hours)	
Hospitality	Hospitality Operations (240 hours)*	Hospitality Extension (60 hours) -subject to confirmation
TVET	Various	Board Developed VET courses are also conducted by TAFE (see the VET Section for details).

VET Courses are also delivered through **TAFE** see the Careers Adviser for details.

Open High School courses are available and students need to see Mrs Barden for details.

HSC Course Notes

These notes and footnotes (1 – 7) refer to the list of courses

You may select one course only from each of these subject groups.

- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Community & Family Studies, Dance, Design and Technology, Drama, History Extension, Society and Culture, Textiles & Design and Visual Arts. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course or both.

2. You may not include any more than 7 units of the following Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science and Physics in meeting the 12 Preliminary or 10 HSC.
3. You must study Music Course 2 if you wish to study HSC Extension Music.
4. This is a 2 Unit 1 year course. It is a non-ATAR course.
5. There is an optional HSC examination in English Studies and Mathematics Standard 1. It is a non-ATAR course.
6. There is only one Science Extension Course. It must be studied in combination with at least one of the following courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science and Physics but the total number of Science units may not exceed 7 in meeting the 10 HSC.
7. Students cannot study both Year 11 Computer Applications and Information Processes & Technology.
8. Students cannot study both Industrial Technology: Multimedia and Industrial Technology: Timber Products and Furniture Technologies

COURSE DESCRIPTIONS

BOARD DEVELOPED COURSES

COURSE: STANDARD ENGLISH

ATAR: Yes

Category: A

Course No: 15130

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: English (Advanced); English (ESL); English Studies; English (Extension)

Course Description

In the **Preliminary English (Standard) course**, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

In the **HSC English (Standard) course**, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least four types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts.

Main Topics Covered

Preliminary Course

The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a unit of work called Common module – Reading to Write: Transition to Senior English. Students explore texts and develop skills in synthesis. The common content comprises 33% of the course content. The Year 11 course requires students to support the study of texts with their own wide reading.
- Electives in which students explore and examine texts and analyse aspects of meaning. The electives comprise 66% of the course content. Module A: Contemporary Possibilities and Module B: Close Study of Literature.

HSC Course

The course has four sections:

- The HSC Common Content which consists of one Common module – Texts and Human Experiences common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of two Modules A and B.
- Module C is The Craft of Writing. This module may be studied concurrently with the common module and/or Modules A and B.

Particular Course Requirements

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

- 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
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

In the **HSC English (Standard) Course** students are required to closely study three types of prescribed texts, one drawn from each of the following categories:

- prose fiction
- poetry OR drama
- film OR media OR nonfiction

COURSE: ENGLISH ADVANCED

ATAR: Yes

Category: A

Course No: 15140

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: English (Standard); English Studies; English (ESL)

Course Description

In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the HSC English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts.

Main Topics Covered

Preliminary Course

The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a unit of work called Common module – Reading to Write: Transition to Senior English. Students explore texts and develop skills in synthesis. The common content comprises 33% of the course content. The Year 11 course requires students to support the study of texts with their own wide reading.
- Electives in which students explore and examine texts and analyse aspects of meaning. The electives comprise 66% of the course content. Module A: Narratives that Shape our World and Module B: Critical Study of Literature.

HSC Course

The course has four sections:

- The HSC Common Content which consists of one Common module – Texts and Human Experiences common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of two Modules A and B. Module A: Textual Conversations and Module B: Critical Study of Literature.
- Module C features The Craft of Writing. This module may be studied concurrently with the common module and/or Modules A and B.

Particular Course Requirements

HSC English (Advanced) Course requires the close study of:

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

- 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

- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

In the **HSC English (Advanced) Course** students are required to closely study four prescribed texts, one drawn from each of the following categories:

- Shakespearean drama
- prose fiction
- poetry OR drama
- The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.

COURSE: PRELIMINARY ENGLISH EXTENSION, HSC ENGLISH EXTENSION 1 & 2

ATAR: Yes

Category: A

Courses: Preliminary English Extension, HSC English Extension 1, HSC English Extension 2

Course No: HSC English Extension 1 – 15160

Course No: HSC English Extension 2 – 15170

1 unit of study for each of Preliminary and HSC

Prerequisites

- English (Advanced)
- Preliminary English (Extension) is a prerequisite for English Extension Course 1
- English Extension Course 1 is a prerequisite for English Extension Course 2

Exclusions

English (Standard); English Studies; English (ESL)

Course Description

In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.

In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.

Main Topics Covered

Preliminary English (Extension 1) Course:

- Module: Texts, Culture and Value; and
- The Related research project. This project may be undertaken concurrently with the module

Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures

Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project

HSC English Extension 1 Course

The course has one section. Students must complete one elective chosen from one of the modules offered for study:

- Common module: Literary Worlds with ONE elective option
- The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts, as outlined in the prescriptions document, HSC English Electives and Prescribed Texts. Students are required to study at least TWO related texts

HSC English Extension Course 2

Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

COURSE: ENGLISH STUDIES

ATAR: Depends on pattern of study for each individual student

Category: B

Course No: 15140

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: English (Standard); English Studies; English (ESL)

Course Description

Preliminary Course

- Mandatory module – Achieving through English: English in education, work and community
- An additional 2–4 modules to be studied

In both Year 11 and Year 12 students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series).

In addition in Year 11 students are required to:

- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- 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, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

HSC Course

- Mandatory common module – Texts and Human Experiences (33%)
- An additional 2–4 modules to be studied (66%)

In Year 12 students will be required to:

- study ONE text from the prescribed text list and one related text for the English Standard, Advanced and Studies Common Module – Texts and Human Experiences.

In addition in Year 12 students are required to:

- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- 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, popular and youth cultures

- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

COURSE: ANCIENT HISTORY

ATAR: Yes

Category: A

Course No: 15020 Ancient History (2 units – Year 12)

Course description

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

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

Topics Covered:

Year 11 course

The Year 11 course comprises three sections.

Investigating Ancient History

Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies

Features of Ancient Societies

Students study at least two ancient societies

Historical Investigation

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

Year 12 course

The Year 12 course comprises four sections.

Core Study: Cities of Vesuvius – Pompeii and Herculaneum

One ‘Ancient Societies’ topic

One ‘Personalities in their Times’ topic

One ‘Historical Periods’ topic

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

Course requirements

Year 11 course

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

One is from either Egypt, Greece, Rome or Celtic Europe, and

One is from either Australia, Asia, the Near East or the Americas.

Year 12 course

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

Egypt, Near East, China, Greece, Rome

COURSE: BIOLOGY

ATAR: Yes

Category: A

Course No: 15030

2 units for each of Preliminary and HSC Board Developed Course

Exclusions:

Course Description

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Topics Covered:

Preliminary Course

Core Modules

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

HSC Course

Core Modules

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

Particular Course Requirements

15 hours of in class time in Modules 1–4 of the Preliminary course and 15 hours of in class time in Modules 5-8 of the HSC course will be allocated to a Depth Study

One assessment task will focus on a depth study with a weighting of 20–40%, this will assess:

4 Working Scientifically skills outcomes including

- Questioning and Predicting
 - Communicating
- and at least one knowledge and understanding outcome.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

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COURSE: BUSINESS STUDIES

ATAR: Yes

Category: A

Course No: 15040 Business Studies (2 units – HSC)

Course description

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

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

Topics Covered:

Preliminary course

Nature of business: The role and nature of business

Business management: The nature and responsibilities of management

Business planning: Establishing and planning a small to medium enterprise

HSC course

Operations: Strategies for effective operations management

Marketing: Development and implementation of successful marketing strategies

Finance: Financial information in the planning and management of business

Human resources: Human resource management and business performance

COURSE: CHEMISTRY

ATAR: Yes

Category: A

Course No: 15050

2 units for each of Preliminary and HSC Board Developed Course

Exclusions:

Course Description

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Topics Covered: **Preliminary Course**

Core Modules

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

HSC Course

Core Modules

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas

Particular Course Requirements

15 hours of in class time in Modules 1–4 of the Preliminary course and 15 hours of in class time in Modules 5-8 of the HSC course will be allocated to a Depth Study

One assessment task will focus on a depth study with a weighting of 20–40%, this will assess:

- 4 Working Scientifically skills outcomes including
 - Questioning and Predicting
 - Communicating
- and at least one knowledge and understanding outcome.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time in both years, including time allocated to practical investigations in depth studies.

COURSE: COMMUNITY AND FAMILY STUDIES

ATAR: Yes

Category: A

Course No: 15060

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Main Topics Covered:

Preliminary Course

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

HSC Course

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

HSC Option Modules

Select **one** of the following (approximately 25% of course time):

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

Particular Course Requirements

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

COURSE: DANCE

ATAR: Yes

Category: A

Course No: 15070

2 units for each of Preliminary and HSC Board Developed Course

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

Preliminary Course

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

Components to be completed are:

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

HSC Course

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

- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

Particular Course Requirements

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

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

COURSE: DESIGN AND TECHNOLOGY

ATAR: Yes

Category: A

Course No: 15080

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description

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

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

Main Topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and

commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

COURSE: DRAMA

ATAR: Yes

Category: A

Course No: 15090

2 units for each of Preliminary and HSC Board Developed Course

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

Course Description

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

Preliminary Course

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

HSC Course

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

The **Group Performance** (3 – 6 students) involves creating a piece of original theatre (10 – 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis **or** Design **or** Performance **or** Script-writing **or** Video Drama.

Main Topics Covered

Preliminary Course

- Improvisation, Playbuilding, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

HSC Course

- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

Particular Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *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.

COURSE: Earth and Environmental Science

ATAR: Yes

Category: A

Course No: 15100

2 units for each of Preliminary and HSC Board Developed Course

Exclusions:

Course Description

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations 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.

Topics Covered:

Preliminary Course

Core Modules

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

HSC Course

Core Modules

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

Particular Course Requirements

15 hours of in class time in Modules 1–4 of the Preliminary course and 15 hours of in class time in Modules 5-8 of the HSC course will be allocated to a Depth Study

One assessment task will focus on a depth study with a weighting of 20–40%, this will assess:

4 Working Scientifically skills outcomes including

- Questioning and Predicting
- Communicating

and at least one knowledge and understanding outcome.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time in both years, including time allocated to practical investigations in depth studies.

COURSE: ECONOMICS

ATAR: Yes

Category: A

Course No: 15110 Economics (2 units – HSC)

Requirements: Preliminary and HSC Courses; as Economics is the study of contemporary issues new textbooks are required for both the preliminary and HSC courses each year. It is compulsory that students purchase their own copy of the economics textbook and work book which will be essential for the study of the course. Information regarding the text, price etc. will be issued to the students at the start of each year.

Course description

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

Topics Covered:

Preliminary course

Introduction to Economics: The nature of economics and the operation of an economy

Consumers and Business: The role of consumers and business in the economy

Markets: The role of markets, demand, supply and competition

Labour Markets: The workforce and role of labour in the economy

Financial Markets: The financial market in Australia, including the share market

Government in the Economy: The role of government in the Australian economy

HSC course

The Global Economy: Features of the global economy and globalisation

Australia's Place in the Global Economy: Australia's trade and finance

Economic Issues: Issues including growth, unemployment, inflation, wealth and management

Economic Policies and Management: The range of policies to manage the economy

COURSE: ENGINEERING STUDIES

ATAR: Yes

Category: A

Course No: 15120

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description

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

Main Topics Covered:

Preliminary Course

THREE application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:

- Engineering Fundamentals
- Engineered Products and
- Braking Systems

ONE focus module relating to the field of Biomedical Engineering.

HSC Course

Students undertake the study of 4 compulsory modules:

TWO application modules relating to the fields of:

- Civil Structures and
- Personal and Public Transport

TWO focus modules relating to the fields of:

- Aeronautical Engineering and
- Telecommunications Engineering.

Particular Course Requirements

Preliminary course

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

HSC course

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

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

COURSE: FOOD TECHNOLOGY

ATAR: Yes

Category: A

Course No: 15180

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description

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

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

Main Topics Covered:

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

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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

COURSE: FRENCH BEGINNERS

ATAR: Yes

Category: A

Course No: 15670

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: French Continuers; French Extension Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of NESA's ACE Manual.

Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Main Topics Covered:

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

Particular Course Requirements: Nil

COURSE: FRENCH CONTINUERS

ATAR: Yes

Category: A

Course No: 15680

2 units for each of Preliminary and HSC Board Developed Course Prerequisites: School Certificate French or equivalent knowledge is assumed.

Exclusions: French Beginners

Course Description:

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Prescribed Themes

The individual

- Personal identity
- Relationships

- School life and aspirations
- Leisure and interests

French-speaking communities

- Daily life/lifestyles
- Arts and entertainment
- The changing world
- Travel and tourism

The world of work

- Current issues
- The young people's world

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying the culture of French-speaking communities through texts.

Particular Course Requirements: Nil

COURSE: HSC FRENCH EXTENSION

ATAR: Yes

Category: A

Course No: 15690

1 unit for HSC Board Developed Course

Prerequisites: The French Continuers Preliminary course

Co-requisites: The French Continuers HSC course

Exclusions: Nil

Course Description

The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of French language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate French as a medium for communication and creative thought and expression.

Prescribed Text

- Les Intouchables (film study)

Prescribed Issues:

- Acceptance
- Resilience
- Identity

Students' knowledge and understanding of the issues are developed through tasks such as:

- discussing issues in prescribed and related texts
- presenting points of view on issues
- analysing aural and written texts.

Particular Course Requirements: Nil

COURSE: GEOGRAPHY

ATAR: Yes

Category: A

Course No: 15190 Geography (2 units – HSC)

Exclusions: Nil

Course description

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

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

Topics covered:

Preliminary course

Biophysical Interactions: How biophysical processes contribute to sustainable management

Global Challenges: Geographical study of issues at a global scale

Senior Geography Project: A geographical study of student's own choosing

HSC course

Ecosystems at Risk: The functioning of ecosystems, their management and protection

Urban Places: Study of cities and urban dynamics

People and Economic Activity: Geographic study of economic activity in a local and global context

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

Course requirements

Students complete a Senior Geography Project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

COURSE: HISTORY EXTENSION

ATAR: Yes

Category: A

Course No: 15280 History Extension (1 unit – Year 12)

Prerequisites:

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

Ancient History (2 units – Year 11)

Modern History (2 units – Year 11)

Corequisites:

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

15020 Ancient History (2 units – Year 12)

15270 Modern History (2 units – Year 12)

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.

Topic Covered:**Year 12 course (this course is not studied in Year 11)**

The course comprises two sections.

Constructing History

Key questions

Who are historians?

What are the purposes of history?

How has history been constructed, recorded and presented over time?

Why have approaches to history changed over time?

Case studies

Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

History Project

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

Course requirements

The course requires students to undertake:

one case study

the development of one History Project.

COURSE: INDUSTRIAL TECHNOLOGY: MULTIMEDIA

ATAR: Yes

Category: A

Course No: 15200

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses. Industrial Technology Timber Products and Furnisher Products may not be studied in conjunction with this course.

Course Description:

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

Main topics covered:**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. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

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

COURSE: INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS and FURNITURE TECHNOLOGIES

ATAR: Yes

Category: A

Course No: 15200

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses. Industrial Technology Multimedia may not be studied in conjunction with this course.

Course Description:

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

Main topics covered:

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. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry

COURSE: INFORMATION PROCESSES & TECHNOLOGY

ATAR: Yes

Category: A

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Computer Applications

Course Description:

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

Main topics covered:

Preliminary Course

- Introduction to Information Skills and Systems
- Tools for Information Processes
- Planning, Design and Implementation
- Personal and Group Systems and Projects

HSC Course

- Information systems and databases
- Communication systems
- Option strands, the study of two systems from:
 - Transaction Processing
 - Decision Support
 - Automated Manufacturing
 - Multimedia
- Project work

Particular Course Requirements:

There is no prerequisite study for the 2 Unit Preliminary course. Completion of the 2 Unit Preliminary course is a prerequisite to the study of the 2 Unit HSC course.

COURSE: INVESTIGATING SCIENCE

ATAR: Yes

Category: A

Course No: 15340

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Topics Covered:

Preliminary Course

Core Modules

- Cause and Effect – Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws

HSC Course

Core Modules

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

Particular Course Requirements

30 hours of in class time in Modules 1–4 of the Preliminary course and 30 hours of in class time in Modules 5-8 of the HSC course will be allocated to a Depth Study

One assessment task will focus on a depth study with a weighting of 20–40%, this will assess:

4 Working Scientifically skills outcomes including

- Questioning and Predicting
- Communicating

and at least one knowledge and understanding outcome.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

COURSE: JAPANESE BEGINNERS

ATAR: Yes

Category: A

Course No: 15820

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Japanese Continuers; Japanese Extension; Heritage Japanese; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of NESA's ACE Manual.

Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Main Topics Covered:

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

Particular Course Requirements: Nil

COURSE: JAPANESE CONTINUERS

ATAR: Yes

Category: A

Course No: 15830

2 units for each of Preliminary and HSC Board Developed Course

Prerequisites: School Certificate Japanese or equivalent knowledge is assumed.

Exclusions: Japanese Beginners; Heritage Japanese; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.2 of the NESA's ACE Manual

Course Description

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Main Topics Covered:

Prescribed Themes

The Individual

- Personal world
- Daily life
- Leisure
- Future plans

Japanese-speaking communities

- Travelling in Japan
- Living in Japan
- Cultural life

The changing world

- The world of work
- Current issues

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying the culture of Japanese-speaking communities through texts.

Particular Course Requirements: Nil

COURSE: HSC JAPANESE EXTENSION

ATAR: Yes

Category: A

Course No: 15850

1 unit for HSC Board Developed Course

Prerequisites: The Japanese Continuers Preliminary course

Co-requisites: The Japanese Continuers HSC course

Exclusions: Nil

Course Description

The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Japanese language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression.

Prescribed text: kimi no Na wa (film study)

Prescribed Issues:

- Journeys
- Impacts of the past
- Connectedness

Students' knowledge and understanding of the issues are developed through tasks such as:

- discussing issues in prescribed and related texts
- presenting points of view on issues
- analysing aural and written texts.

Particular Course Requirements: Nil

COURSE: LEGAL STUDIES

ATAR: Yes

Category: A

Course No: 15220

Exclusions: Nil

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.

Topics Covered:

Preliminary course

Part I – The Legal System

Part II – The Individual and the Law

Part III – The Law in Practice

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

HSC course

Core Part I: Crime

Core Part II: Human Rights

Part III: Two options

Two options are chosen from:

Consumers

Global environment and protection

Family

Indigenous peoples

Shelter

Workplace

World order.

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

COURSE: MATHEMATICS STANDARD 1

ATAR: Depends on pattern of study for each individual student

Category: B

Year 11 Course No: 11236 (Year 11 Mathematics Standard)

Year 12 Course No: 15231

Year 12 Course Number for students who intend to undertake optional HSC examination: 15232

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

Course Description:

The study of Mathematics Standard in Stage 6 enables students to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate in a concise and systematic manner.

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the

opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects. Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

The Preliminary Mathematics Standard course contains four Strands:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

The HSC Mathematics Standard 1 and HSC Mathematics Standard 2 further develop the same four Preliminary Course strands plus the addition of the *Networks* strand.

COURSE: MATHEMATICS STANDARD 2

ATAR: Yes

Category: A

Year 11 Course No: 11236

Year 12 Course No: 15236

2 units for each of Preliminary and HSC Board Developed Course

Prerequisites: The Mathematics Standard 2 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 the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability.

Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

Course Description:

The study of Mathematics Standard in Stage 6 enables students to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate in a concise and systematic manner.

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects. Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

The Preliminary Mathematics Standard course contains four Strands:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

The HSC Mathematics Standard 1 and HSC Mathematics Standard 2 further develop the same four Preliminary Course strands plus the addition of the *Networks* strand.

COURSE: MATHEMATICS ADVANCED

ATAR: Yes

Category: A

Year 11 Course No: 11255

Year 12 Course No: 15255

2 units for each of Preliminary and HSC Board Developed Course

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

Exclusions: Mathematics Standard

Course Description

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

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer

science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

Main Topics Covered

Preliminary Course

- Functions
- Trigonometric functions
- Calculus
- Logarithmic and exponential functions
- Statistical Analysis

HSC Course

- Further functions
- Further trigonometric functions and graphs
- Differential and integral calculus
- Financial mathematics
- Further statistical analysis

COURSE: MATHEMATICS EXTENSION 1

ATAR: Yes

Category: A

Year 11 Course No: 11250 (Year 11 Mathematics Extension)

Year 12 Course No: 15250 (Year 12 Mathematics Extension 1)

1 unit in each of Preliminary (Preliminary Mathematics Extension) and HSC Board Developed Course

Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *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

Exclusions: Mathematics Standard

Course Description

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

Main Topics Covered

Preliminary Course

- Further functions and polynomials
- Trigonometric and inverse trigonometric functions
- Calculus and rates of change
- Combinatorics

HSC Course

- Proof
- Vectors

- Further trigonometric functions and trigonometric equations
- Further calculus skills and applications of calculus
- Statistical analysis

COURSE: MATHEMATICS EXTENSION 2

ATAR: Yes

Category: A

Course No: 15260

1 unit for the HSC Board Developed Course

The course is designed for students with a keen interest in mathematics who have shown that they possess exceptional aptitude for the subject.

Exclusions: Mathematics Standard

Course Description

- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.
- The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.
- All students studying the Mathematics Extension 2 course will sit for an HSC examination.

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

Main Topics Covered:

- Further proofs
- Further vectors
- Complex (imaginary) numbers
- Further integration
- Mechanics

COURSE: MODERN HISTORY

ATAR: Yes

Category: A

Course No: 15270

Exclusions: Nil

Course description

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

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

Topic covered:

Year 11 course

The Year 11 course comprises three sections.

Investigating Modern History

Students undertake at least ONE option from 'The Nature of Modern History', and at least TWO case studies.

Historical Investigation

The Shaping of the Modern World

At least ONE study from 'The Shaping of the Modern World' is to be undertaken.

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

Year 12 course

The Year 12 course comprises four sections.

Core Study: Power and Authority in the Modern World 1919–1946

One 'National Studies' topic

One 'Peace and Conflict' topic

One 'Change in the Modern World' topic

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

Course requirements

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

One case study must be from Europe, North America or Australia, AND

One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

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

See the Modern History Stage 6 syllabus for further information regarding course requirements.

COURSE: MUSIC 1

ATAR: Yes

Category: A

Course No: 15290

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Music 2

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.

Main Topics Covered

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.

Particular Course Requirements

HSC course

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

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work.

COURSE: MUSIC 2

ATAR: Yes

Category: A

Course No: 15300

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Music 1

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.

Main Topics Covered

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.

In the Preliminary course, the Mandatory Topic is Music 1600 – 1900.

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

Preliminary Mandatory Topic Music From 1600 - 1900	HSC Mandatory Topic Music of the Last 25 Years (Australian Focus)
Preliminary Additional Topics <ul style="list-style-type: none"> ● Music of a culture ● Medieval Music ● Renaissance Music ● Music from 1900 - 1945 ● Music from 1954 to music of the last 25 years. ● Australian Music 	HSC Additional Topics <ul style="list-style-type: none"> ● Music of a culture ● Medieval Music ● Renaissance Music ● Baroque Music ● Classical Music ● Music In The Nineteenth Century ● Music from 1900 - 1945 ● Music from 1954 to music of the last 25 years.

Particular Course Requirements

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work.

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

Course topics and major works for study are listed below:

Preliminary Course Core Topics <ul style="list-style-type: none"> ● Concept Basics ● Performance Masterclass 	Preliminary Course Major Works <ul style="list-style-type: none"> ● Bach: Little Fugue in G Minor ● Haydn: The Joke Quartet
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<ul style="list-style-type: none"> • Score Reading and the Aural Exam • Harmonic Foundations • Baroque Music • Classical Music • Romantic Music • The Additional Topic • Sight Singing • Improvisation Through the Ages including Jazz. 	<ul style="list-style-type: none"> • Haydn: The Surprise Symphony • Mozart: Requiem • Mussorgsky: Pictures at an Exhibition
HSC Course Core Topics <ul style="list-style-type: none"> • Contemporary Composition Devices • Major Work Analysis • Performance Masterclass • Additional Topic • Core Composition • Aural Exam Preparation • Sight Singing 	HSC Course Major Works: <ul style="list-style-type: none"> • Ross Edwards: "Dawn Mantras" for Choir and Ensemble (1999) • Paul Stanhope "Deserts of Exile" for Unaccompanied SATB (2007) • Holly Harrison "Tweedledrum" for 2 percussionists (2014) • Other two works are determined at the conclusion of the Preliminary Course.

For the HSC, in addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Details of the elective choice requirements are below:

Performance Elective	Composition Elective	Musicology Elective
Students prepare two performance pieces. Total Time 10 mins. Must be from specific time periods.	Students prepare a 3 min composition in a particular style related to the Additional Topic. You will be required to compile a portfolio outlining the process. The portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work.	Students prepare a 1500 word essay related to either the Additional Topic or a comparative between the Additional Topic and the Mandatory Topic. You will be required to compile a portfolio outlining the process. The portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work.

All students will be required to develop a 2 minute composition and portfolio for the core composition. This composition must be representative of the Mandatory Topic.

COURSE: HSC MUSIC EXTENSION COURSE

ATAR: Yes

Category: A

Course No: 15310

1 unit/60 hour course Board Developed Course

Prerequisites: Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways.

Exclusions: Music 1

Course Description

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

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

Particular Course Requirements

Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work.

Details of the requirements for each of the choices are below. Students are only expected to focus on one area.

Performance Elective	Composition Elective	Musicology Elective
Students prepare two solo pieces and one ensemble piece. Total performance time: 20 mins. You will be required to compile a portfolio tracking your preparation. There are no topics to be covered.	Students prepare two compositions, 6 mins in total time. Compositions must reflect a personal style. You will be required to compile a portfolio outlining the process. The portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work.	Students prepare a 3000 word essay on a topic of their choice. You will be required to compile a portfolio outlining the process. The portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work.

COURSE: PDHPE

ATAR: Yes

Category: A

Course No: 15320

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description

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

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

Preliminary Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Teachers select **two** of the following options:

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

HSC Course**Core Topics (60%)**

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Teachers select **two** of the following options:

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

Particular Course Requirements

In addition to core studies, teachers select **two** options in each of the Preliminary and HSC courses.

COURSE: PHYSICS

ATAR: Yes

Category: A

Course No: 15330

2 units for each of Preliminary and HSC Board Developed Course

Exclusions:**Course Description**

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

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

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

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

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

Topics Covered:

Preliminary Course

Core Modules

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

HSC Course

Core Modules

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

Particular Course Requirements

15 hours of in class time in Modules 1–4 of the Preliminary course and 15 hours of in class time in Modules 5-8 of the HSC course will be allocated to a Depth Study

One assessment task will focus on a depth study with a weighting of 20–40%, this will assess:

4 Working Scientifically skills outcomes including

- Questioning and Predicting
- Communicating

and at least one knowledge and understanding outcome.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

COURSE: SCIENCE EXTENSION

ATAR: Yes

Category: A

Course No: 15345

1 unit for HSC Board Developed Course

Exclusions: Nil

Course Description

The Science Extension Stage 6 Syllabus focuses on the nature, development and processes of Science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries, and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this students extend their knowledge of the discipline/s, conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Through designing and conducting their own scientific research, initially using small data sets, students deepen and build upon their understanding of analysing and interpreting data. They are provided with opportunities to refine and extend their skills of Working Scientifically by applying these interrelated processes to contemporary authentic scientific research reflecting the skills used by practicing research

scientists. Students gather, examine, model and critically assess evidence that is informed by analysis of primary and secondary-sourced data and examining this data in relation to relevant publicly available data sets.

Students interrogate and refine their ideas of and about science through analysing historic and cultural observations and significant scientific research within the relevant ethical frameworks and philosophical arguments of the time.

Science Extension is designed for students with an interest in scientific research. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries.

Topics Covered:

Core Modules

- The Foundations of Scientific Thinking
- The Scientific Research Proposal
- The Data, Evidence and Decisions
- The Scientific Research Report

Particular Course Requirements

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.

COURSE: SOCIETY AND CULTURE

ATAR: Yes

Category: A

Course No: 15350

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Topic covered:

Preliminary course

The Social and Cultural World: The interactions between persons and groups within societies

Personal and Social Identity: Socialisation and the development of personal and social identity in a variety of social and cultural settings

Intercultural Communication: How people in different social, cultural and environmental settings behave, communicate and perceive the world around them

HSC course

Social and Cultural Continuity and Change: The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study

The Personal Interest Project (PIP): An individual research project

Depth Studies

TWO to be chosen from:

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

Course requirements

Completion of the Personal Interest Project.

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

COURSE: SOFTWARE DESIGN & DEVELOPMENT

ATAR: Yes

Category: A

Course No: 15360

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Computing Applications CEC

Course Description:

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

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

HSC Course

Preliminary course

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

HSC course

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

Particular Course Requirements

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

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

COURSE: TEXTILES AND DESIGN

ATAR: Yes

Category: A

Course No: 15390

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Fashion and Textiles TVET CEC 43480, Fashion Design and Technology TVET CEC 41016

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 an 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 textile 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.

Main Topics Covered:

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.

ATAR: Yes

Category: A

Course No: 15400

2 units for each of Preliminary and HSC Board Developed Course

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

Course Description

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

HSC Course learning opportunities focus on:

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

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.

SECTION 3

VOCATIONAL EDUCATION AND TRAINING COURSES

Introduction

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) 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 (the skills) and what they know (the knowledge) that will 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 of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing any competencies achieved for the VET course undertaken.

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

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

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

Course Descriptions – Vet Courses

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING



2023 BUSINESS SERVICES COURSE DESCRIPTION

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

Course: Business Services

2 or 4 Preliminary

and/or HSC units in total

Board Developed Course

Admission Rank (ATAR)

Category B for Australian Tertiary

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

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

Units of Competency

Core

BSBCRT311 Apply critical thinking skills in a team environment
BSBPEF201 Support personal wellbeing in the workplace
BSBSUS211 Participate in sustainable work practices
BSBTWK301 Use inclusive work practices
BSBWH311 Assist with maintaining workplace safety
BSBXCM301 Engage in workplace communication

Electives

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

Recommended Entry Requirements

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

Examples of occupations in the business services industry:

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

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

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

Course Costs: Resources \$100

Please see your VET teacher to enquire about financial assistance.

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

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



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

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

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

Mandatory Units of Competency

CPCCCM1012A Work effectively and sustainably in the construction Industry

CPCCCM1013A Plan and organise work

CPCCCM1014A Conduct workplace communication

CPCCCM1015A Carry out measurements and calculations

CPCCCM2001A Read and interpret plans and specifications

CPCCCM2005B Use construction tools and equipment

CPCCWHS1001 Prepare to work safely in the construction industry

CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Electives **6 out of the following**

CPCCJN2001A Assemble components AND

CPCCJN2002B Prepare for off-site manufacturing process OR

CPCCWF2001A Handle wall and floor tiling materials AND

CPCCWF2002A Use wall and floor tiling tools and equipment OR

CPCCBL2001A Handle and prepare bricklaying and blocklaying materials AND

CPCCBL2002A Use bricklaying and blocklaying tools and equipment

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

Additional units required to attain a HSC credential in this course

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

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

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

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

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

Examples of occupations in the construction industry:

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

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals and Complaints

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

Course Costs: Resources \$ 60

Refund Arrangements on a pro-rata basis
financial assistance.

Other (eg: White Card) \$100

Please see your VET teacher to enquire about

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

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



2023 ENTERTAINMENT INDUSTRY COURSE DESCRIPTION

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

Course: **Entertainment Industry**
and/or HSC units in total
Board Developed Course
Admission Rank (ATAR)

2 or 4 Preliminary

Category B for Australian Tertiary

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

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

Units of Competency

Core

CUAIND311 Work effectively in the creative arts industry
CUAIND314 Plan a career in the creative arts industry

Electives

CPCCWHS1001 Prepare to work safely in the construction industry
CUAWHS312 Apply work health and safety practices
CUASOU331 Undertake live audio operations
CUALGT311 Operate basic lighting
CUASTA212 Assist with bump in and bump out of shows
SITXCCS006 Provide service to customers
CUASOU306 Operate sound reinforcement systems
CUAVSS312 Operate vision systems
CUASTA311 Assist with production operations for live performances
CUASMT311 Work effectively backstage during performances

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

Additional requirement: Entertainment Industry Specialisation Course 1 HSC unit only

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

Units of Competency

BSBPEF301 Organise personal work priorities and development
CUAPPR314 Participate in collaborative creative projects
CUALGT314 Install and operate follow spots

Recommended Entry Requirements

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

Examples of occupations in the Entertainment Industry

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

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

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

Course Costs: Resources \$ 60

Refund Arrangements on a pro-rata basis

Other (eg: White Card) \$ 100

Please see your VET teacher to enquire about financial assistance

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

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



2023 HOSPITALITY FOOD and BEVERAGE COURSE DESCRIPTION

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

Course: **Hospitality - Food and Beverage** 2 or 4 Preliminary and/or
HSC units in total
Board Developed Course Category B for Australian Tertiary
Admission Rank (ATAR)

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

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

Units of Competency

Core

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

Electives

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

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

Recommended Entry Requirements

Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry:

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

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

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

Course Costs: Uniform \$55 Barista Course \$120 Food Levy \$120
Refund Arrangements on a pro-rata basis Please see your VET teacher to enquire about financial assistance

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

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

SECTION 4 - CONTENT ENDORSED COURSES

Content Endorsed Courses have syllabuses endorsed by the NSW Education Standards Authority (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 Content Endorsed Courses. Assessment is school based.

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

Courses being offered to our students include:

Course	Type of Course
Creative Arts	1 st Year (Preliminary year) 2 Unit Ceramics 2 nd Year (HSC year) 2 Unit Visual Design Content Endorsed Course
Exploring Early Childhood	2 Unit for 1 or 2 years Content Endorsed Course
Numeracy	2 Unit for 1 or 2 years Content Endorsed Course
Photography, Video & Digital Imaging	2 Unit for 1 or 2 years Content Endorsed Course
Sport, Lifestyle and Recreation Studies	2 Unit for 1 or 2 years Content Endorsed Course

Course Descriptions

COURSE: CREATIVE ARTS

KHS implements this course as a combination of the Ceramics and Visual Design CEC Courses.

Preliminary year: students complete 2 units of Ceramics.

HSC year: students complete 2 units of Visual Design.

Preliminary year: Ceramics

ATAR: No

Content Endorsed Course

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

Course Description

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and

knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

Main Topics Covered

Modules include:

- Handbuilding
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media

The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module Ceramics Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more area of ceramics.

Particular Course Requirements

Students are required to keep a diary throughout the course.

HSC year: Visual Design

ATAR: No

Content Endorsed Course

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

Course Description

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

Main Topics Covered

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

- graphic design
- wearable design
- product design
- interior/exterior design.

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

Particular Course Requirements

Students are required to keep a diary throughout the course.

COURSE: EXPLORING EARLY CHILDHOOD

ATAR: No
Content Endorsed Course

Course Description

Our society is increasingly recognising that children's experiences in the early childhood years form 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.

Main Topics Covered

Through the study of Exploring Early Childhood, students learn to develop:

- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact on young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction, research and analysis and decision-making and evaluation
- respect for the individuality and uniqueness of young children and their families
- an appreciation of the value and importance of supportive and responsible relationships with young children.
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Particular Course Requirements

Students will be required to care for the electronic RealCare baby during the course.

COURSE: NUMERACY

ATAR: No
Category: N/A

Exclusions: The Numeracy CEC can be studied as a stand-alone course or in conjunction with the Mathematics Standard course, where the student would benefit from additional learning opportunities to strengthen their numeracy development.

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.

Course Description:

The Numeracy CEC supports students to develop the core numeracy skills required to become active and successful participants in society. When students become functionally numerate, they are able to manage a situation or solve a problem in everyday contexts. This course offers students the opportunity to prepare for post-school options including employment or further training.

Numeracy Stage 6 CEC is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts.

This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. Students who have already met the HSC minimum standard in numeracy are better placed studying Mathematics Standard or Advanced in Year 11, is designed for students who may:

- intend to study Mathematics Standard in Years 11 and 12, and need additional numeracy development to improve their achievement and to meet the HSC minimum standard, OR
- require support to reach the HSC minimum standard and do not intend to study a mathematics course in Years 11 and 12, OR
- intend to leave school before completing their HSC, and need to develop their numeracy skills for work or further study after school.

The study of Numeracy CEC in Stage 6 provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

COURSE: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

ATAR: No
Content Endorsed Course

Course Description

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

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Main Topics Covered

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

- Wet Photography
- Video
- Digital Imaging.

Modules include: Introduction to the Field; Developing a Point of View; Traditions, Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; Temporal Accounts. An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Particular Course Requirements: Students are required to keep a diary throughout the course.

COURSE: SPORT, LIFESTYLE AND RECREATION STUDIES

ATAR: No
Content Endorsed Course

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

Course Description

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

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

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: Aquatics; Athletics; First Aid; Fitness; Specific Sports; Gymnastics; Outdoor Recreation; Sports Administration; Coaching; Social Perspectives of Sport and Healthy Lifestyle.