

# CRONULLA HIGH SCHOOL



## **Curriculum Guide**

*An Information Package for Students and Parents*

**Preliminary Course 2019**

**HSC Course 2020**

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## A SPECIAL MESSAGE FOR PARENTS AND STUDENTS

This booklet has been prepared to help students intending to continue their education at Cronulla High School into Year 11 in 2019 to make informed decisions. It is the first step in the process towards students making their subject choices for next year. Each student will be interviewed and given individual guidance early in term three. These decisions are very important and may affect their future success at school and beyond.

It is important that students prepare at school for an occupational future. It is also important that students receive the type of broad educational base from which a variety of occupational choices may stem. It is particularly important that students have the best possible preparation for taking part in a society that is subject to rapid change and increasing diversity, remembering that most jobs now not only require students to have successfully studied to Year 12 level but will involve post school learning.

Students should therefore choose subjects because they are interested in them, have the abilities to cope with them and finally, may help them gain entry into courses or into employment beyond school. Over 60% of students in each of our year 12 cohorts gain entry to their first choice university course as a consequence of their HSC performance at Cronulla High School. Others do not wish to go to university. Their subject choices may be broad and include Vocational Courses (VET Courses) and school based traineeships which may give a student a head start into a chosen career. Approximately 30% of our students who complete the HSC enrol in further study usually at a TAFE college. Many of these students then continue their study onto university after completing a TAFE course.

Due to legal, economic and social change more students are now staying on at school to find a place in the workplace. Despite these changes, students who have successfully completed Year 10 can, if they can *demonstrate* full time employment or appropriate ongoing education leave school under parental authority. Students who opt to continue their studies to Years 11 and 12 with Cronulla High School do so out of a freewill choice. Choosing this path is a commitment to further study for the purpose of improving your career prospects and opportunities. Be prepared to commit to the extra work required to succeed in whatever courses you choose. Simply attending years 11 and 12 will do little for you. As such there is a much higher expectation placed upon students in terms of their commitment to their studies.

Choose carefully, commit to the work required and work with your teachers and parents as partners in your future.

Good luck!

Tony Ibrahim  
**Principal**

## THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate is the highest educational award that can be earned 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. It offers students a full range of study areas matching individual abilities, interests and goals.

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure that encourages students to complete secondary education;
- foster the intellectual and social development of students, in particular their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
- provide a flexible structure within which students can prepare for further education and training
- provide rigorous, formal assessment and certification of students' achievements which is recognised and valued as the nation's premier school leaving credential.
- provide a context within which schools also have the opportunity to foster students' physical and moral development so as to enable their full participation as informed citizens.

### **If you wish to be awarded the HSC:**

- You must have satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and assessment requirements.
- **You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course.** Both the Preliminary course and the HSC course must include:
  - At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English or English Studies
  - At least three courses of 2 units value or greater
  - At least four subjects
- You must have satisfactorily completed tasks set by the school for assessment of each course
- You must have sat for and made a serious attempt at the Higher School Certificate examinations.
- You must have completed the *All My Own Work* program in Ethical Scholarship. Cronulla High School will arrange this.

## **WHAT TYPE OF COURSES CAN I SELECT?**

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

### **BOARD DEVELOPED COURSES**

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These courses have been developed by NESA. The syllabus for each course contains:

- the course objectives, structure, content and outcomes
- specific course and 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).

### **BOARD ENDORSED COURSES**

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The main types of Board Endorsed Courses are known as Content Endorsed Courses. Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses. Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses. These are referred to as TVET courses. There is no external examination for any Content Endorsed Course however they count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR.

## VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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

VET courses allow students to gain both HSC or RoSA qualifications and a qualification 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. These courses will assist students to move to various education and training sectors and employment.

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

Board Developed VET courses are classified as Category B subjects and **ONLY ONE** may 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.

Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or simulated workplace hours at school as specified by NESA. Three of these are delivered at Cronulla High School as part of our curriculum offerings. These courses have an option HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations therefore cannot count in the calculations of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

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

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

Students will receive documentation showing the competencies achieved for the VET course undertaken. 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.

## SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

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School based apprenticeships and traineeships allow senior high school students to commence an apprenticeship or complete a traineeship while at school. School based apprentices work part-time and undertake the first stage of their apprenticeship training before the end of the HSC year. School based trainees work part-time and complete their traineeship by the end of their HSC year.

Both the on-the-job and off-the-job training undertaken by school based apprentices/trainees can contribute to their HSC. School based apprentices will commence full-time employment as a 2nd year apprentice from January after their HSC, providing that they have successfully completed both their on-the-job and off-the-job training program during their senior high school years.

### WHAT ARE UNITS?

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

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units = 4 hours per week (120 hours per year) = 100 marks

1 unit = 2 hours per week (60 hours per year) = 50 marks

### **Extension Course**

Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music and some Languages.

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.

## AUSTRALIAN TERTIARY ADMISSION RANK

If you wish to receive an Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, *University Entry Requirements, Year 10 Booklet*, published by UAC (University Admissions Centre) and distributed by your Careers Adviser, will contain important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry. You can seek further information on the Australian Tertiary Admission Rank at the UAC website;

[www.uac.edu.au](http://www.uac.edu.au)

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

A maximum of 2 units from any category B subject will be counted towards an ATAR. You should take this into consideration now when choosing subjects because it may cause you a problem if and when you drop some units at the end of the Preliminary course. If you do not intend to pursue a university course, this will not be a problem for you.

Category B subjects are:

- All VET framework subjects delivered by the school
- Some TVET framework subjects delivered by TAFE
- English studies

### **Eligibility for an ATAR**

A student must complete at least ten units of Board Developed Courses including at least two units of English. The Board Developed courses must include at least three courses of two units or greater, and at least four subjects.

### **Calculation of the ATAR**

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

- the best two units of English (excluding English Studies)
- the best eight units from the remaining units, subject to the provision that **no more than two units of Category B courses be included.**

## COURSES OFFERED AT CRONULLA HIGH SCHOOL

These courses will only run in 2019 if there is sufficient demand from students to form classes. If a particular course cannot run because of insufficient demand, students who have indicated a preference for this course will need to make an alternative choice later in the year. Remember that students must complete an English course and in Preliminary Year (Yr 11) study a total of 12 units.

<b>HSC BOARD DEVELOPED COURSES</b>
Biology
Business Studies
Chemistry
Community & Family Studies
Dance
Design & Technology
Drama
Economics
Engineering Studies
English Advanced
English Standard
English Extension
Food Technology
Geography
History Ancient
History Modern
History Extension
Industrial Technology - Multimedia
Investigating Science
Japanese Continuers
Legal Studies
Mathematics Standard
Mathematics Advanced
Mathematics Extension I
Music 1
Music 2
Personal Development, Health and Physical Education
Physics
Science Extension
Society and Culture
Visual Arts

<b>BOARD ENDORSED COURSES</b>
Sport, Lifestyle and Recreation Studies
English Studies

<b>VET FRAMEWORK COURSES</b>
VET Construction
VET Entertainment Industry
VET Hospitality

**Additional information, including Subject Course Descriptions and Syllabuses is available on the NESA Website**

## TVET COURSES TO BE OFFERED IN 2019

TVET courses allow students to study vocation focused courses at TAFE as part of their HSC. The TVET courses enable students to get two qualifications at the end of school - one from the NSW Education Standards Authority and another from TAFE. Although all TVET courses count towards your HSC, only some count towards the Australian Tertiary Admission Rank (ATAR). For a comprehensive list of courses that will be offered at TAFE colleges in 2019 students and parents are directed to the Sydney Institute TAFE TVET Course Guide 2019 available from the Careers Office and by visiting [www.sit.nsw.au/tvet](http://www.sit.nsw.au/tvet). It should be noted that some of the courses offered can contribute towards a student's ATAR whereas others do not.

Please note that although these courses are offered, this does not necessarily mean that they will run. Even if they do run, an individual's place is not guaranteed, due to the competitive nature of the application.

Students wishing to apply for a course must fill out an application form available from the Careers Adviser. For some courses you may be required to attend an Information Evening or sit an Entrance Ability Test. More in-depth information can be obtained from the TVET Course Guide 2019 available from the Careers Office, or visit the website at [www.sit.nsw.edu.au/tvet](http://www.sit.nsw.edu.au/tvet)

Any Cronulla High student choosing to undertake a TVET course must also be completing at least 12 units of study at school. Students will only be allowed to drop a subject at school after the Year 11 Half Yearly Examinations when they have demonstrated requirements for all courses. This is a prudent measure designed to protect students. Experience has shown that students often enrol in these courses and later find that they are not meeting the course requirements for a variety of reasons. Having 12 school based units for a period acts as a safety net for a student's preliminary course requirements.

TVET courses require a big commitment. Students are responsible for getting themselves to and from TAFE on a weekly basis and this will involve additional transport times and costs for students. Failure to attend a minimum of 80% of TAFE lessons will lead to an "N Determination" and may put a student's HSC in jeopardy.

**NB. School classes may be missed to allow students travel time to TAFE. It is fully expected that students take responsibility for catching up on all class work.**

## MANDATORY "CROSSROADS" COURSE

Crossroads is a **mandatory** personal development and health education course for Years 11 and 12 students in NSW government schools. The course provides an opportunity for Stage 6 students to extend and build on the outcomes achieved in Personal Development, Health and Physical Education (PDHPE) from Years 7 to 10. Crossroads reflects some of the contemporary health issues facing young people.

The Crossroads course involves students participating in a three-day camp. (*More information will be provided about the camp closer to the actual date*). The camp activities such as; canoeing, rock climbing, abseiling, high ropes courses, initiative games and informal group sessions all aim to support senior students as they address changing issues related to identity, independence and their changing responsibilities.

## ASSESSMENT AND REPORTING

- The HSC reports will provide a description of your achievements in all subject areas that reflect levels of achievement against course performance descriptors.
- School-based assessment tasks are the basis of 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement and is known as Band 6.
- On satisfactory completion of your HSC you will receive a **portfolio** containing:

**The HSC Testamur** - this is the official certificate confirming your achievement of all requirements for the award.

**The Record of Achievement** - this document lists the courses you have studied and reports the marks and bands you have achieved.

**Course Reports** - For every HSC Board Developed Course you will receive a Course Report showing your marks, the performance scale and the band descriptions for that course.

## SUBJECT CONTRIBUTIONS

Some subjects have a significant cost attached to cover the cost of materials for student projects. If these contributions are not paid, quality materials may not be available. Where students are required to undertake a major project, they are also responsible for the cost of materials used in that project. You should direct any questions you may have about course contributions to the Class Teacher or Head Teacher of the relevant subject.

The table below lists subject contributions for this year. There may be some minor changes for next year however the list gives a fair idea of costs associated with each subject.

<b>YEAR 11 COSTS – 2019</b>	
General School Contribution	\$90.00
P & C Levy	\$55.00
eDiary	\$12.00
Technical Support Officer	\$30.00
Technology Access	\$30.00
Sport	\$10.00
<b>Text Book Bond \$100 / Textbook Hire \$50</b> (Bond is refundable on return of textbooks at completion of Yr12)	\$150.00
Ancient History	\$15.00
Construction VET inc workshirt - Steel cap shoes required - White Card required (approx \$130)	\$140.00
Dance	\$50.00
Design & Technology	\$75.00
Drama - <i>plus one mandatory theatre excursion in Yrs 11 &amp; 12 at an additional cost</i>	\$50.00
Engineering Studies	\$15.00
Entertainment Industry VET - White card required (approx. \$130)	\$75.00
Food Technology	\$90.00
Hospitality VET (This fee does not include Uniform / Knives, etc - these are extra costs)	\$120.00
Industrial Technology – Multimedia Industries	\$30.00
Modern History	\$15.00
Music	\$60.00
PD/H/PE	\$60.00
Science (each) Biology / Chemistry / Earth & Environmental Science / Investigating Science / Physics / Science Extension	\$10.00
Visual Arts	\$70.00

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**Exclusions:** English Advanced; English Standard; English EAL/D; English Extension

### Course Entry Guidelines

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.
- Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses.
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC.
- English Studies is a Category B subject for ATAR purposes

### Course Description

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

### Content

#### Year 11

- Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

#### Year 12

- The HSC Common Content consists of one module *Texts and Human Experiences* which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.

### Course Requirements

Across the English Studies Stage 6 Course students are required to study:

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

## **Year 11 and Year 12**

Students are required to:

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

## **Year 12**

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

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

## ENGLISH (STANDARD)

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2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**Exclusions:** English Advanced; English Studies; English EAL/D; English Extension

### Course Description

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

### Content

**Year 11** - the course has two sections:

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

**Year 12** - the course has two sections:

- The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

### Course Requirements

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

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

**Year 11** - students are required to study:

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

**Year 12** - students are required to study:

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

## ENGLISH (ADVANCED)

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2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

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

### Course Description

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts, which include prose fiction, drama, poetry, nonfiction, film, digital, and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction. In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

### Content

**Year 11** - The course has two sections:

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

**Year 12** - The course has two sections:

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

### Course Requirements

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

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

**Year 11** - students are required to study:

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

**Year 12** - students are required to study:

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

## ENGLISH EXTENSION

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I unit for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

### Prerequisites

(a) English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

**Exclusions:** English Standard; English Studies; English EAL/D.

### Course Description

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

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

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

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

### Content

#### Year 11

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

#### Year 12

English Extension 1 course – The course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are

- Literary homelands
- Worlds of upheaval
- Reimagined worlds
- Literary mindscapes
- Intersecting worlds

English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

### Course Requirements

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

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

## Year 11

Students are required to:

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

## Year 12

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

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

In the English Extension 2 course students are required to:

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

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

- short fiction
- creative non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia.

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**Exclusions:** Nil

### Course Description

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

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

### Content

#### Year 11

The Year 11 course consists of four modules.

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

#### Year 12

The Year 12 course consists of four modules.

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

### Course Requirements

Students are provided with 15 hours of course time for depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

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

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description

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

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

### Preliminary Course

- Nature of business (20%) – the role and nature of business
- Business management (40%) – the nature and responsibilities of management
- Business planning (40%) – establishing and planning a small to medium enterprise

### HSC Course

- Operations (25%) – strategies for effective operations management
- Marketing (25%) – development and implementation of successful marketing strategies
- Finance (25%) – financial information in the planning and management of business
- Human resources (25%) – human resource management and business performance

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**Exclusions:** Nil

### Course Description

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

### Content

#### Year 11

The Year 11 course consists of four modules.

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

#### Year 12

The Year 12 course consists of four modules.

- Module 5 Equilibrium and Acid Reactions
- Module 6 Acid/base Reactions
- Module 7 Organic Chemistry
- Module 8 Applying Chemical Ideas
- 

### Course Requirements

Students are provided with 15 hours of course time for depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

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.

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.

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.

2 units for each of Preliminary and HSC

Board Developed Course

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

### Course Description

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

#### Preliminary Course

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

#### HSC Course

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

The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

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

### Main Topics Covered

#### Preliminary Course

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

#### HSC Course

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

### Particular Course Requirements

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

## EARTH AND ENVIRONMENTAL SCIENCE

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2 units for Year 11 (Preliminary) and Year 12 (HSC).  
Board Developed Course.

**Exclusions:** Nil

### Course Description

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

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

### Content

#### Year 11

The Year 11 course consists of four modules.

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

#### Year 12

The Year 12 course consists of four modules.

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

### Course Requirements

Students are provided with 15 hours of course time for depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description

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

### Main Topics Covered

#### 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.

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description:

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

### Main Topics Covered

#### Preliminary Course

Students undertake the study of 4 compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
- one focus module relating to the field of Biomedical engineering.

#### HSC Course

Students undertake the study of 4 compulsory modules:

- 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

#### Engineering Report

##### Preliminary Course

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

##### HSC Course

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

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

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
- Food Quality
- Nutrition

#### HSC Course

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutrition Issues

### 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.

**Please Note: A course contribution is required of students undertaking this subject to meet the cost of consumable items/ ingredients. Some specific equipment may at times be required.**

2 units for each of Preliminary and HSC

Board Developed Course

**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.

#### 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.

### Particular 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.

## HISTORY ANCIENT

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2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**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 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.

### Content

#### Year 11

The Year 11 course comprises three sections.

- Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies'). Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.
- Features of Ancient Societies (40 indicative hours). Students study at least two ancient societies.
- Historical Investigation (20 indicative hours)

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

#### Year 12

The Year 12 course comprises four sections.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One 'Ancient Societies' topic (30 indicative hours)
- One 'Personalities in their Times' topic (30 indicative hours)
- One 'Historical Periods' topic (30 indicative hours)

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

### Course Requirements

#### Year 11

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

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

#### Year 12

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

- Egypt
- Near East
- China
- Greece
- Rome

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**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 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

### Content

#### Year 11

The Year 11 course comprises three sections.

- Investigating Modern History (60 indicative hours including ‘The Nature of Modern History’ and ‘Case Studies’) Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies.
- Historical Investigation (20 indicative hours)
- The Shaping of the Modern World (40 indicative hours)  
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

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)
- One ‘National Studies’ topic (30 indicative hours)
- One ‘Peace and Conflict’ topic (30 indicative hours)
- One ‘Change in the Modern World’ topic (30 indicative hours)

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

### Course Requirements

#### Year 11

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

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

#### Year 12

Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.

## HISTORY EXTENSION

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1 unit for Year 12 (HSC)

Board Developed Course

**Exclusions:** Nil

**Prerequisites:**

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

Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension

### Course Description

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

### Content

The course comprises two sections.

#### **Constructing History (Minimum 40 indicative hours)**

Key Questions:

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

#### **Case Studies:**

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

#### **History Project (Maximum 20 indicative hours)**

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

### Course Requirements

The course requires students to undertake:

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

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

### 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. **Multimedia is the focus area delivered.**

**Sample student Multimedia projects include;**

- Animations
- Short films
- Special Effects
- 2D and 3D games
- 3D modelling
- Construction/building
- Websites
- Photography
- 3D Printing

### 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, Work 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.

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**Exclusions:** Nil

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

### Course Description

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

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

### Content

#### Year 11

The Year 11 course consists of four modules.

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

#### Year 12

The Year 12 course consists of four modules.

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

### Course Requirements

Students are provided with 30 hours of course time for depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

## JAPANESE CONTINUERS

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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 ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.

### 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.

Prescribed Themes	Mandatory Topics
<ul style="list-style-type: none"><li>The individual</li></ul>	<ul style="list-style-type: none"><li>Personal world</li><li>Daily life</li><li>Leisure</li><li>Future plans</li></ul>
<ul style="list-style-type: none"><li>The Japanese-speaking communities</li></ul>	<ul style="list-style-type: none"><li>Travelling in Japan</li><li>Living in Japan</li><li>Cultural life</li></ul>
<ul style="list-style-type: none"><li>The changing world</li></ul>	<ul style="list-style-type: none"><li>The world of work</li><li>Current issues</li></ul>

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.

2 units for each of Preliminary and HSC

Board Developed Course

**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.

#### Preliminary Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

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

#### HSC Course

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

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.

### Particular Course Requirements

No special requirements

2 units Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

### Prerequisites:

The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the 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
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability

### Course description

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course (Category A).

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

All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

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

### Content

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

The Topics and Subtopics are:

#### Year 11

##### Topic: Algebra

- Formulae and Equations
- Linear Relationships

##### Topic: Measurement

- Applications of Measurement
- Working with Time

##### Topic: Financial Mathematics

- Money Matters

##### Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

#### Year 12

##### Topic: Algebra

- Types of Relationships

##### Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

##### Topic: Financial Mathematics

- Investments and Loans
- Annuities

##### Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

##### Topic: Networks

- Network Concepts
- Critical Path Analysis

## MATHEMATICS ADVANCED

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2 units Year 11 (Preliminary) Board Developed Course.

2 units Year 12 (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 sub strands of Stage 5.3:

- Non-linear relationships
- Properties of Geometrical Shapes.

### Exclusions:

Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

### 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 Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Advanced course will sit for an HSC examination.
- The study of Mathematics Advanced in Stage 6:
  - enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
  - provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
  - provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
  - provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
  - provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Cont'd

## Content

The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are:

### Year 11

#### Topic: Functions

- Working with Functions

#### Topic: Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

#### Topic: Calculus

- Introduction to Differentiation

#### Topic: Exponential and Logarithmic Functions

- Logarithms and Exponentials

#### Topic: Statistical Analysis

- Probability and Discrete Probability Distributions

### Year 12

#### Topic: Functions

- Graphing Techniques

#### Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

#### Topic: Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

#### Topic: Financial Mathematics

- Modelling Financial Situations

#### Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

## MATHEMATICS EXTENSION I

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1 unit Year 11 (Preliminary) Board Developed Course.

1 unit Year 12 (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:

Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

### Course Description

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

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

### Content

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics and Subtopics are:

#### Year 11

##### Topic: Functions

- Further Work with Functions
- Polynomials

##### Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

##### Topic: Calculus

- Rates of Change

Topic: Combinatorics

- Working with Combinatorics

#### Year 12

##### Topic: Proof

- Proof by Mathematical Induction

##### Topic: Vectors

- Introduction to Vectors

##### Topic: Trigonometric Functions

- Trigonometric Equations

##### Topic: Calculus

- Further Calculus Skills
- Applications of Calculus

##### Topic: Statistical Analysis

- The Binomial Distribution

## MUSIC I

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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 22 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 to validate authorship of the submitted work.

## MUSIC 2

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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).

### 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 to validate authorship of the submitted work.

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

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. Students have the opportunity to study two practical options in first aid 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. In the options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts.

### Preliminary Course

#### Core Topics (60%)

- Better Health for Individuals- This compulsory module examines the meanings of health, the perceptions individuals have about health and the range of factors and behaviours that influence health.
- The Body in Motion- This compulsory module examines the scientific foundations of human movement. In this module, students explore how the body moves and why it moves in particular ways.

#### Optional Component (40%)

Students will study the following two options:

- First Aid- This option module addresses the need for a well-rehearsed, established routine in the delivery of first aid. In this module students engage in the investigation and practical application of the major assessment and management techniques for the types of injury and medical conditions that require first aid attention.
- Fitness Choices- This option module examines the exercise options that are available to meet the varying fitness needs of individuals. In this module students investigate what exercise means to different people and the factors that influence exercise choices.

### HSC Course

#### Core Topics (60%)

- Health Priorities in Australia- This compulsory module examines the health status of Australians and investigates, in depth, the current health priority issues in Australia.
- Factors Affecting Performance- This compulsory module examines the factors that affect performance. In this module, students explore the physical and psychological bases of performance.

#### Optional Component (40%)

Students will study the following two options:

- Sports Medicine- This option module is concerned with the specific issues of prevention, assessment, management of and recovery from sport injury. In this module students examine how the extent and intensity of sports participation relates to the incidence of sport injury.
- Improving Performance- In this module students investigate approaches to the physiological preparation and skill development of athletes. Students will experience and analyse a variety of training methods and look at the application of these methods to improving performance.

### Particular Course Requirements

In addition to core studies, students study two options in each of the Preliminary and HSC courses.

## PHYSICS

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2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**Exclusions:** Nil

### Course Description

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

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

### Content

#### Year 11

The Year 11 course consists of four modules.

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

#### Year 12

The Year 12 course consists of four modules.

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

### Course Requirements

Students are provided with 15 hours of course time for depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

## SCIENCE EXTENSION

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1 unit for Year 12 (HSC).

Board Developed Course.

**Exclusions:** Nil

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

### Course Description

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

### Content

The Year 12 course consists of four modules.

**Module 1** The Foundations of Scientific Thinking

**Module 2** The Scientific Research Proposal

**Module 3** The Data, Evidence and Decisions

**Module 4** The Scientific Research Report

### Course Requirements

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

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).

### Preliminary Course

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

### HSC Course

#### Core

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

The Personal Interest Project (PIP) – an individual research project

#### Depth Studies

Two to be chosen from:

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

### Particular Course Requirements

Completion of Personal Interest Project.

2 units for each of Preliminary and HSC

Content Endorsed Course

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

### Course Description

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.

The benefits of physical activity for the individual and the community as a whole are well documented. The individual can benefit from increased fitness and reduced incidence of lifestyle diseases such as cardiovascular and respiratory disease, obesity, diabetes mellitus, and osteoporosis. These benefits are complemented by positive psychological and social outcomes that characterise quality of life.

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students should be given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive. School programs should provide a balance between offering experience in a range of movement contexts and the opportunity to specialise in a specific sport or recreational activity.

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 studying the following modules:

- Aquatics
- First Aid
- Fitness
- Games and Sports Application
- Outdoor Recreation
- Coaching
- Healthy Lifestyle
- Resistance training

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)
- a deeper and more complex investigations in art making, art criticism and art history.

Public Schools NSW, Ultimo Registered Training Organisation 90072

## 2019 CONSTRUCTION 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.

Course: **Construction**  
Board Developed Course

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

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

### CPC20211 Certificate II in Construction Pathways Units of Competency

#### Core

CPCCCM1012A Work effectively and sustainably in the Construction Industry

CPCCOHS2001A Apply OHS requirement, policies and procedures 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

#### Electives

#### 6 out of the following

CPCCCA2011A Handle carpentry materials

CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground

CPCCCO2013A Carry out concreting to simple form

CPCCCA2002B Use carpentry tools and equipment

CPCCWF2001A Handle wall and floor tiling materials

CPCCWF2002A Use wall and floor tiling tools and equipment

#### 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. Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW.

This will allow student access to construction sites across Australia for work purposes.

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 construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders 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 Construction Induction Card (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 \$140.00 incl workshirt Other Mandatory – White Card \$130 (approx.) & steel cap shoes**

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

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

Public Schools NSW, Ultimo Registered Training Organisation 90072

## 2019 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.

Course: **Entertainment Industry**  
Board Developed Course

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

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

**Statement of Attainment in partial completion of  
CUA30415 Certificate III in Live Production and Services  
Units of Competency**

### Core

CPCCOHS1001A Work safely in the construction industry  
CUAIND301 Work effectively in the creative arts industry  
CUAWHS302 Apply work health and safety practices  
SITXCCS303 Provide service to customers

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

### Electives

CUSSOU301 Undertake live audio operations  
CUASTA301 Assist with production operations for live performances  
CUALGT301 Operate basic lighting  
CUASOU301 Undertake live audio operations  
CUAVSS302 Operate vision systems  
CUASOU306 Operate sound reinforcement systems  
CUASTA202 Assist with bump in and bump out of shows  
CUASMT301 Work effectively backstage during performances  
BSBCMM201 Communicate in the workplace

### Entertainment Industry Specialisation Course

1 HSC unit only

To receive the full qualification CUA30415 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

BSBWOR301 Organise personal work priorities and development  
CUVPRP304A Participate in collaborative creative projects  
CUFLGT304 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
- sound technician
- event assistant

### 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.

### 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 \$75.00 Other Mandatory – White Card \$130 (approx.)

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

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

Public Schools NSW, Ultimo Registered Training Organisation 90072  
**2019 HOSPITALITY KITCHEN OPERATIONS 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.

Course: **Hospitality - Kitchen Operations**  
 Board Developed Course

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

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

**SIT20416 Certificate II in Kitchen Operations**

**Units of Competency**

**Core**

BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practice

**Electives**

SITHCCC001	Prepare and present simple dishes
SITHCCC002	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
BSBSUS201	Participate in environmentally sustainable work practices
SITXFSA002	Participate in safe food handling practices
SITHIND002	Source and use information on the hospitality industry

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 kitchen preparing food. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students will be required to attend out of school hours events and functions. There will be out of class homework, research activities and assignments.

**Examples of occupations in the hospitality industry**

- trainee chef short order
- fast food cook breakfast cook

**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 determined as required by NESA.

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

The Higher School Certificate examination for Hospitality Kitchen 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 \$120 (This fee does not include Uniform / Knives, etc - these are extra costs)**

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

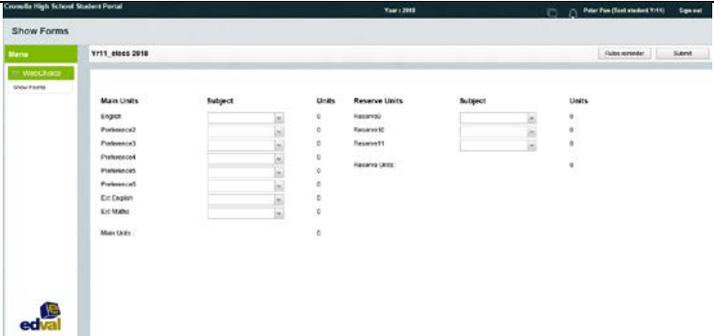
Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

## INSTRUCTIONS FOR MAKING YR 11 SUBJECT SELECTIONS ONLINE

You are required to make your selections for your Year 11 subjects online. Explanations for and descriptions of all elective subjects being offered can be found in the Year 11 Subject Selection Booklet.

**Please follow these instructions. Before you begin, make sure that you will have access to the internet and a printer from the computer on which you are going to do this.**

The closing date and time is **Wednesday August 8<sup>th</sup> 2018 at Midnight**. Please do not leave it until the last day to make your selections, to ensure your entry is done on time.

<p><b>Step 1.</b> Access the following site in your Web Browser</p> <p><a href="https://spring.edval.com.au/login">https://spring.edval.com.au/login</a></p> <p>You will see the screen opposite. You need to enter your Booking Code. Your booking code is «WebCode».</p>	
<p><b>Step 2.</b> Once you have successfully logged in you will see the screen opposite. It will have your name at the top – if you do not see your name – log out and try again.</p> <p>Use the drop down boxes to choose your selections. Choose one subject in each category from the subjects in the drop down boxes. Preference 1 is your 1<sup>st</sup> choice subject, Preference 2 is your 2<sup>nd</sup> choice subject. Etc. You should carefully choose your 3 Reserve subjects.</p>	
<p><b>Step 3.</b> Press the Submit button. If there are no problems with your selections you will be taken to a new page confirming your choices. You will need to print this page.</p>	<p>A warning message will appear if an incorrect choice has been made. Make the correction and Submit again.</p>
<p><b>Step 4.</b> Ask one of your parents to sign your printed sheet on the bottom half of the page, and bring this to school and hand in to your <b>Year Advisor, Mr Hollywood or Ms Cashmere.</b></p>	
<p><b>Step 5.</b> You may login again and make changes to your preferences until midnight on <b>August 8<sup>th</sup> 2018</b>. If you change your selection, you will need to return another signed printout to the school. After this date the only way to make changes is to see Ms Cashmere and Ms Mooney.</p> <p><i>If you have difficulty logging-in, check your typing and password. If you have difficulty in making your selections re-read the instructions. If you continue to have difficulty, see Ms Cashmere or Ms Mooney.</i></p>	