

1 August 2023



SENIOR CURRICULUM HANDBOOK

Year 11 Course 2024
Year 12 HSC Course 2025

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Moving into the Senior School

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

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

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

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

Schedule	Process
Term 2 2023	Proposed 2024 / 2025 Course Offerings. Feasibility and staffing analysis
	Confirmation of 2024 / 2025 Course Offerings
	Publication of 2024 / 2025 Curriculum Handbook
	Distribution of 2024 / 2025 Curriculum Handbook to parents and students
Term 3 2023	Student Information Meeting
	Course Expression of Interest (EOI) issued to Students
	EOI signed by parents and returned
	Finalisation of courses, lines and staffing from EOI
	Initial course selection and parent sign off
	Course counselling training for key staff
	Course counselling process
Term 4, 2023	Final parent sign off on HSC course selection
	Week 8 & 9 – Yr 10 'Flip' and initial subject changes

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

It is important that you read this booklet thoroughly, ask lots of questions, discuss your decisions with your family and choose your subjects carefully. For such an important decision, take the time to get it right, the first time! **This is an investment in your future.**

A Few Tips for Students

There are a few things to remember when selecting a subject for next year.

- Choose those subjects that you like and that you are good at.
- Don't choose a subject based on teachers. There is no guarantee who will be allocated the class
- Be an individual and build on YOUR strengths, not your friends.

Eligibility for the Higher School Certificate

- Satisfactorily complete Year 10,
- Study an approved pattern of Preliminary and HSC Courses
- Have a satisfactory record of attendance and application in each course
- Satisfactorily undertake the school's assessment program in each course
- Complete a sufficient number of Preliminary and HSC courses within five examination years.

Preliminary courses are those taken in Year 11 and do not have an external examination.

HSC courses are taken in Year 12 and end with an HSC examination.

The study of HSC courses usually commences in Term 4 of Year 11.

Before commencing your HSC courses, you must satisfactorily complete all your Preliminary courses with due diligence, sustained effort and excellent attendance.

Full details of the NSW Education Standards Authority HSC Requirements can be found in the Assessment, Certification and Examination (ACE) manual. The manual is available on the NSW Education Standards Authority (NESA) website <https://ace.nesa.nsw.edu.au/>

Course Patterns

- Courses offered for the HSC have a unit value.
- A unit refers to a period of teaching of approximately two hours per week and has a value of 50 marks in the HSC examination.
- A 2 unit course has up to four hours per week of teaching time and an examination value of 100 marks.
- The basic structure for most courses is 2 units.
- Extension courses of 1 unit value can be taken in a number of subject areas in both the Preliminary and HSC years. Extension courses are designed to build on the content of the 2 unit course and require students to work beyond the 2 unit standard.
- For more information on Stage 6 (HSC and Preliminary courses see the NESA website <https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Satisfactory Completion of a Course

To satisfactorily complete a course, students must meet the following criteria:

- Follow the course developed or endorsed by NESA;
- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school – this includes regularly attending all classes; and
- Achieve some or all of the course outcomes

Mandatory Study Requirements

English is the only compulsory Higher School Certificate subject.

A serious attempt at the required Higher School Certificate examinations must be made.

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least:

- 12 units in your Preliminary study pattern (Year 11 - 3 terms)
- 10 units in your HSC pattern. (Year 12 – 4 terms starting Term 4 in Year 11)
- Sit for and make a serious attempt at the required HSC exams
- Meet the **HSC minimum standard of literacy and numeracy** within five years of starting your HSC course For more information on this please access the link below:

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

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.
- No more than seven units of science courses can be studied.

Oral, practical and project work required for specific courses and the assessment requirements for each course must be completed.

Life Ready is a mandatory 25-hour course that is completed in Yr. 11. It is designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school.

The development of the following skills will empower students to take positive action to be healthy, safe and well, promote positive and respectful relationships and transition confidently to post school independence, and participation in the community.

All My Own Work is also a mandatory course that all students must complete as part of their HSC. This is completed in Careers lessons by the end of Year 10. This course is set by NESAs and is online through Students online.

The HSC Curriculum – Types of Courses

Board Developed Course	Board Endorsed Course
HSC examination except for: <ul style="list-style-type: none"> Optional examination in English Studies and Mathematics Standard 1 and VET Curriculum Framework courses All Life Skills courses 	No HSC examination – school-based assessment only
May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).	Not included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).
Includes some Vocational Education and Training (VET) courses.	Includes some Vocational Education and Training (VET) courses.
Includes Life Skills courses.	

Life Skills Courses – Students may access a single or multiple Life Skills Courses upon request or identified need. These courses enable students to gain course specific knowledge and understanding, skills, values and attitudes that will be appropriate to post school environments, such as: community living; further education; and employment.

Life Skills Courses have Board Developed Course status and contribute to the attainment of the HSC. They do not have HSC examinations and so do not contribute to the calculation of an ATAR. Students wishing to enrol in these courses must see the Ms Henry or Ms Longman.

Extension Courses – are 1 unit courses and require students to work beyond the standard of the 2 unit course. They are available in English, Mathematics, History, Music, Science, and some Languages subjects.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. The preliminary extension course in these subjects must be completed 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.

School Delivered Vocational Education and Training (VET) Courses

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

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

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

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

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

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

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

Work Placement

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

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

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET) Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses>. For further information about how to access an EVET course, talk to Ms Henry.

School Based Apprenticeships and Traineeships (SBAT) Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with Ms Henry.

We will be offering the following industry frameworks at Ashfield Boys High School;

- Construction
- Hospitality –Cookery

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

VET Course	VET Curriculum Framework	Work Placement
Construction	Construction (240 hours)	70 hours
Hospitality – Cookery	Hospitality (240 hours)	70 hours

Assessment and Reporting

The HSC is based on a standards referenced framework. Student performance is assessed and reported against standards of achievement established for each course.

School based assessment tasks will constitute 50% of the HSC mark. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects.

The other 50% will come from the HSC examination.

The HSC mark for 2 unit courses will be reported on a scale of 0 to 99. A mark of 50 represents the minimum standard expected. For VET courses a competency-based assessment program will apply.

There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6, with marks from 90 - 99 corresponds to the highest level of achievement.

On Satisfactory Completion of the HSC Students Will Receive a Portfolio

This portfolio will contain:

- The Higher School Certificate Testamur for each course: the official certificate confirming achievement of all requirements for the award of the HSC.
- The Record of Achievement: the document listing the results of each HSC course satisfactorily completed.
- Course Reports: reports of marks, the performance scale and band descriptors, for each course.

Australian Tertiary Admission Rank (ATAR)

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. To be eligible you must

- At least 10 units of Board Developed courses
- Complete at least 2 units of English. **English is ALWAYS** used as part of the ATAR
- The Board Developed courses completed must include at **least 3 courses** of 2 units or greater and at **least 4 subjects**

The ATAR is calculated using an aggregate of scaled marks in 10 units of Board Developed courses comprising either:

The best 2 units of English + 8 units from courses.

Board Developed HSC Courses Offered at Ashfield Boys High

(See course notes following this table for explanation)

Subject	Preliminary and HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Ancient History	Ancient History		
Biology	Biology		
Business Studies	Business Studies		
Chinese Beginners	Chinese Beginners		
Chinese Continuers	Chinese Continuers		
Chinese in Context	Chinese in Context		
Chemistry	Chemistry		
Drama	Drama		
Earth & Environmental Science	Earth & Environmental Science		
Economics	Economics		
Engineering Studies	Engineering Studies		
English	English Standard *English Studies English Advanced	English Extension 1	English Extension 1 English Extension 2
Food Technology	Food Technology		
Geography	Geography		
Investigating Science	Investigating Science		
Legal Studies	Legal Studies		

Board Developed HSC Courses Offered at Ashfield Boys High (cont)

(See course notes following this table for explanation)

Subject	Preliminary and HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Mathematics	Mathematics Standard 1 Mathematics Standard 2 Mathematics Advanced	Yr 11 Maths Extn 1	Yr 12 (HSC) Maths Extension1 Yr 12 (HSC) Mathematics Extension 2
Modern History	Modern History		
Music 1	Music 1		
Music 2	Music 2		
PD/Health/PE	PD/Health/PE		
Physics	Physics		
Society and Culture	Society and Culture		
Studies of Religion	Studies of Religion (2 unit)		
Visual Arts	Visual Arts		
Construction (VET)	Construction Industry		
Hospitality – Cookery (VET)	Hospitality – Kitchen Operations		

Exclusions

NESA has placed exclusions on the combination of certain courses that have similar content. A list of courses and exclusions appear below.

Course	Exclusion
Chinese Beginners	11540 Chinese Continuers 11547 Chinese in Context
Chinese in Context	11530 Chinese Beginners, 11540 Chinese Continuers
Chinese Continuers	15570 Chinese Extension, 11547 Chinese in Context
Drama	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
English Studies	11140 English Advanced, 11150 English Extension, 11130 English Standard 16601
English Standard	11140 English Advanced, 11150 English Extension, 5170 English Extension 2, 30105 English Studies
English Advanced	11130 English Standard 30105 English Studies
English Extension	11130 English Standard, 30105 English Studies
Mathematics Standard 1 Mathematics Standard 2 Mathematics Advanced	No other Maths courses
Music 1	Music 2
Studies of Religion 2	Studies of Religion 1
Visual Arts	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

English Standard

Faculty: English

11130 English Standard (2 units – Year 11)

15130 English Standard (2 units – Year 12)

Course Description

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

Year 11 course

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. In two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* students explore and examine texts and analyse aspects of meaning.

Year 12 course

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 emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.

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 course

Students are required to study:

- one complex multimodal or digital text in Module A, Contemporary Possibilities. 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 texts and textual forms.

Year 12 course

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 Extension

Faculty: English

- 11150 English Extension (1 unit – Year 11)
- 15160 English Extension 1 (1 unit – Year 12)
- 15170 English Extension 2 (1 unit – Year 12)

Course Description

The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

Year 11 course

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

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

Year 12 course

English Extension 1

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

The 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 Studies

Faculty: English

30105 English Studies (2 units – Year 11)

15125 English Studies (2 units – Year 12)

Course description

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

Year 11 course

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 two to four additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.

Year 12 course

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 two to four 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:

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

Year 11 course

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 course

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.

In addition, 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*.
- students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA
- To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination.

English Advanced

Faculty: English

11140 English Advanced (2units – Year 11)

15140 English Advanced (2units – Year 12)

Course Description

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

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

Year 11 Course

- Content common to the English Standard and English Advanced courses 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 Course

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

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 Course

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 texts and textual forms

Year 12 Course

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 to the Common module: *Texts and Human Experiences*

Ancient History

Faculty: HSIE

11020 Ancient History (2 units – Year 11)

15020 Ancient History (2 units – Year 12)

Course description

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

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

Year 11 course

The Year 11 course comprises three sections.

- **Investigating Ancient History**

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

- **Features of Ancient Societies**

Students study at least two ancient societies

- **Historical Investigation**

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

Year 12 course

The Year 12 course comprises four sections.

- **Core Study:** Cities of Vesuvius – Pompeii and Herculaneum

- One 'Ancient Societies' topic

- One 'Personalities in their Times' topic

- One 'Historical Periods' topic

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

Course requirements

Year 11 course

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

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

Year 12 course

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

- Egypt
- Near East
- China
- Greece
- Rome

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

Biology

Faculty: Science

11030 Biology (2 units – Year 11)

15030 Biology (2 units – Year 12)

Course description

The Year 11 course investigates cellular structure and provides a basis 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 on biodiversity.

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

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

Year 11 course

The Year 11 course consists of four modules.

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

Year 12 course

The Year 12 course consists of four modules.

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

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.

Business Studies

Faculty: HSIE

11040 Business Studies (2 units – Preliminary)
15040 Business Studies (2 units – HSC)

Course description

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

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

Preliminary course

- **Nature of business:** The role and nature of business
- **Business management:** The nature and responsibilities of management
- **Business planning:** Establishing and planning a small to medium enterprise

HSC course

- **Operations:** Strategies for effective operations management
- **Marketing:** Development and implementation of successful marketing strategies
- **Finance:** Financial information in the planning and management of business
- **Human resources:** Human resource management and business performance

Course requirements

See the Business Studies Stage 6 syllabus for information regarding course requirements.

Chinese Beginners

Faculty: LOTE

11547 (2 units in Year 11)

15557 (2 units in Year 12)

Exclusions: Chinese Continuers; Chinese Extension; Chinese in Context. Eligibility rules apply to the study of this subject. Check with your teacher or refer to [Languages Courses Eligibility Criteria](#)

Course Description

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

What students learn

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

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

Preliminary

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

HSC

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

Topics

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

Chinese Continuers

Faculty: LOTE

11547 (2 units in Year 11)

15557 (2 units in Year 12)

Course Description

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

What students learn

Modern Languages

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

- The Individual
- The Chinese-speaking communities
- The changing world

Classical Languages

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

Students study:

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

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

Preliminary

Modern Languages

Students' skills in, and knowledge of Chinese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

Classical Languages

Students study a range of extracts of texts in the original Chinese. They develop skills of translation, literary analysis and analysis of language features.

HSC

Modern Languages

Students gain insight into the culture and language of Chinese-speaking communities through the study of a range of texts and text types, which reflect the themes and topics.

Classical Languages

Students study a prescribed prose and a prescribed verse text. They study extracts in the original Chinese and the work as a whole in translation.

Chinese in Context

Faculty: LOTE

11547 (2 units in Year 11)

15557 (2 units in Year 12)

Eligibility

Strict eligibility rules apply to the study of this subject. Check with your teacher Ms Wang or refer to [Languages Courses eligibility criteria](#).

Course description

Chinese in Context develops students' intercultural and linguistic skills, as well as their knowledge and understanding, through the study of a range of texts. These texts are related to the following issues:

- Young people and their relationships
- Traditions and values in a contemporary society
- The changing nature of work
- The individual as a global citizen
- Chinese identity in the international context viewed from one or more of three perspectives:
 - Personal, Community and International and drawn from one or more of three contexts
 - Social and community settings
 - Contemporary literature and the arts and Media.

The Preliminary and HSC courses have as their organisational focus the study of issues.

Preliminary

The students' intercultural and linguistic skills, knowledge and understanding of [Language] will be developed through the study of a range of texts related to the issues, viewed from one or more of the three perspectives (Personal, Community and International) and drawn from the one or more of the three contexts (Social and community settings, Contemporary literature and the arts, and Media).

HSC

In the HSC course, students will explore in depth an area of interest related to one of the issues through the Personal Investigation.

Issues

- **Young people and their relationships:** Students consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.
- **Traditions and values in contemporary society:** Students consider how the traditions and values of Chinese-speaking communities are maintained in multicultural environments and in a changing society.

- **The nature of work:** Students consider the opportunities afforded bilingual students in Australian and Chinese contexts and how advances in communication technologies and changes in expectations and aspirations affect future study and employment.
- **The individual as a global citizen:** Students consider the notion of 'global citizen' and how this concept affects notions of environment, migration and technology, and the impact of global events and trends on the individual in Australia and elsewhere.
- **Australian identity:** Students consider the changing nature of Australian identity, from the viewpoints of a range of groups such as Aboriginal and Torres Strait Islander Peoples, those who have lived in Australia over generations and migrant communities.

Course requirements

Nil

Chemistry

Faculty: Science

11050 Chemistry (2 units – Year 11)

15050 Chemistry (2 units – Year 12)

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.

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

Year 11 course

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 course

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.

Drama

Faculty: CAPA

11090 Drama (2 units – Preliminary)
15090 Drama (2 units – HSC)

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. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

Preliminary course

Students engage with these components through collaborative and individual experiences. Preliminary course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance, and Theatrical Traditions and Performance Styles.

Learning comes from practical experiences in each of these areas.

HSC course

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

Group Performance

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

Individual Project

Students demonstrate their expertise in a particular area. They choose one project from:

- Critical Analysis
- Design
- Performance
- Script-writing
- Video Drama

Topics

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

Course requirements

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

In preparing for **the group performance**, the published *Course Prescriptions* include a topic list which is used as a starting point.

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

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

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

Earth and Environmental Science

Faculty: Science

11100 Earth and Environmental Science
(2 units – Year 11)

15100 Year 12 Earth and Environmental Science
(2 units – Year 12)

Course description

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

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

Year 11 course

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 course

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.

Economics

Faculty: HSIE

11110 Economics (2 units – Preliminary)

15110 Economics (2 units – HSC)

Course description

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

Preliminary Course

- **Introduction to Economics:** The nature of economics and the operation of an economy
- **Consumers and Business:** The role of consumers and business in the economy
- **Markets:** The role of markets, demand, supply and competition
- **Labour Markets:** The workforce and role of labour in the economy
- **Financial Markets:** The financial market in Australia, including the share market
- **Government in the Economy:** The role of government in the Australian economy

HSC Course

- **The Global Economy:** Features of the global economy and globalisation
- **Australia's Place in the Global Economy:** Australia's trade and finance
- **Economic Issues:** Issues including growth, unemployment, inflation, wealth and management
- **Economic Policies and Management:** The range of policies to manage the economy

Course requirements

See the Economics Stage 6 syllabus for information regarding course requirements.

Engineering Studies

Faculty: TAS

11120 Engineering Studies (2 units – Preliminary)

15120 Engineering Studies (2 units – HSC)

Course description

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

Preliminary Course

Students undertake the study 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
- Engineered Products and
- Braking Systems

ONE focus module relating to the field of Biomedical Engineering.

HSC course

Students undertake the study of 4 compulsory modules:

TWO application modules relating to the fields of:

- Civil Structures and
- Personal and Public Transport

TWO focus modules relating to the fields of:

- Aeronautical Engineering and
- Telecommunications Engineering.

Course requirements

Preliminary course

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

HSC course

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

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

Subject Contribution: **2024 Year 11 \$60**
 2025 Year 12 \$60

Food Technology

Faculty: TAS

11180 Food Technology (2 units – Preliminary)

15180 Food Technology (2 units – HSC)

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.

Preliminary course

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

HSC course

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

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.

Subject Contribution: **2024 Year 11 \$150**
 2025 Year 12 \$160

Geography

Faculty: HSIE

11190 Geography (2 units – Preliminary)
15190 Geography (2 units – HSC)

Prerequisites: Nil

Year 11 course structure and requirements

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

Year 11 course (120 hours)

The course comprises 4 focus areas and students are required to study all 4.

Focus areas Indicative hours:

- Earth's natural systems 40
- People, patterns and processes 40
- Human–environment interactions 20
- Geographical Investigation 20

Year 12 course structure and requirements

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

Year 12 course (120 hours)

The course comprises 3 focus areas and students are required to study all 3.

Focus areas Indicative hours:

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

Fieldwork

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

Investigating Science

Faculty: Science

11215 Investigating Science (2 units – Year 11)

15215 Investigating Science (2 units – 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.

Year 11 course

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 course

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

Legal Studies

Faculty: HSIE

11220 Legal Studies (2 units – Preliminary)

15220 Legal Studies (2 units – HSC)

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
- Part II – The Individual and the Law
- Part III – The Law in Practice

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

HSC course

- Core Part I: Crime
- Core Part II: Human Rights
- Part III: Two options Two options are chosen from:
 - Consumers
 - Global environment and protection
 - Family
 - Indigenous peoples
 - Shelter
 - Workplace
 - World order.

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

Course requirements

See the Legal Studies Stage 6 syllabus for information regarding course requirements.

Mathematics Standard 1

Faculty: Maths

11236 Mathematics Standard (2 units – Year 11)
15231 Mathematics Standard 1 (2 units – Year 12)

Optional examination:

Mathematics Standard students who intend to undertake the optional HSC examination must also be enrolled in this course:

15232 Mathematics Standard 1 (2 units – Year 12)

Prerequisites:

The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all sub-strands of Stage 5.1 and the following sub-strands of Stage 5.2:

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

Course description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

The study of Mathematics Standard 1 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 and/or undertaking further community and workplace training

Year 11 Course

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics.

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 Course

The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic 'Networks'. The Topics and Subtopics are:

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Right-angled Triangles
- Rates
- Scale Drawings

Topic: Financial Mathematics

- Investment
- Depreciation and Loans

Topic: Statistical Analysis

- Further Statistical Analysis

Topic: Networks

- Networks and Paths

Course requirements: Nil

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.

Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol \diamond

Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.

To be eligible for an ATAR, students studying the Mathematics Standard 1 course must complete the optional HSC examination.

All students studying the Mathematics Standard course in Stage 6 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

Mathematics Standard 2

Faculty: Maths


11236 Mathematics Standard (2 units – Year 11)

15236 Mathematics Standard 2 (2 units – Year 12)

Prerequisites:

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all sub-strands of Stage 5.1 and the following sub-strands of Stage 5.2:

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

Students who have followed the Mathematics Standard  pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.

Course description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

The 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 opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Year 11 course

The Mathematics Standard Year 11 course comprises four Topics, with the Topics divided into Subtopics.

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 course

The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic 'Network'.

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

Course requirements

Nil

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.

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

All students studying the Mathematics Standard course in Stage 6 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.

Mathematics Advanced

Faculty: Maths

11255 Mathematics Advanced (2 units – Year 11)

15255 Mathematics Advanced (2 units – Year 12)

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 *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all sub-strands of Stage 5.1 and Stage 5.2, and the following sub-strands 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.

Course description

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

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

Year 11 course

The Mathematics Advanced Year 11 course content comprises five Topics, with the Topics divided into Subtopics.

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 course

The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic 'Financial Mathematics' in place of 'Exponential and Logarithmic Functions'.

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

Course requirements

Previous study of 5.3 Maths recommended

Mathematics Extension 1

Faculty: Maths

11250 Mathematics Extension (1 unit – Year 11)
15250 Mathematics Extension 1 (1 unit – Year 12)

Prerequisites:

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

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

Course description

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

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

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

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

The study of Mathematics Extension 1 in Stage 6:

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

Year 11 course

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

Topic: Functions

- Further Work with Functions
- Polynomials

Topic: Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Topic: Calculus

- Rates of Change

Topic: Combinatorics

- Working with Combinatorics

Year 12 course

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

Topic: Proof

- Proof by Mathematical Induction

Topic: Vectors

- Introduction to Vectors

Topic: Trigonometric Functions

- Trigonometric Equations

Topic: Calculus

- Further Calculus Skills
- Applications of Calculus

Topic: Statistical Analysis

- The Binomial Distribution

Course requirements

Must undertake Maths Advanced

Modern History

Faculty: HSIE

11270 Modern History (2 units – Year 11)

15270 Modern History (2 units – Year 12)

Course description

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

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

Year 11 course

The Year 11 course comprises three sections.

- Investigating Modern History
- Students undertake at least ONE option from 'The Nature of Modern History', and at least TWO case studies.
- Historical Investigation
- The Shaping of the Modern World
- At least ONE study from 'The Shaping of the Modern World' is to be undertaken. Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12 course

The Year 12 course comprises four sections.

- **Core Study:** Power and Authority in the Modern World 1919–1946
- One 'National Studies' topic
- One 'Peace and Conflict' topic
- One 'Change in the Modern World' topic

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

Course requirements

Year 11 course

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 course

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

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

Music 1

Faculty: CAPA

11280 Music 1 (2 units – Preliminary)
15290 Music 1 (2 units – HSC)

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

Course description

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

Preliminary course

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

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

HSC course

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

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

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

Course requirements

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

Subject contribution: **2024 Year 11 \$100**
 2025 Year 12 \$100

Music 2

Faculty: CAPA

11290 Music 2 (2 units – Preliminary)

15300 Music 2 (2 units HSC)

Course description

Music 2 is an engaging and comprehensive course designed for those who are passionate about music and have experience in performing and musicianship. This course places a strong emphasis on the practical application of musical knowledge through active performance, critical listening, and theoretical exploration. Students will engage in a range of activities that enhance their musical abilities and broaden their understanding of various genres and styles. Students who complete this course will be well prepared to pursue further studies in music.

Preliminary course

In the Preliminary course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study 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. The additional topic is chosen from a list of six topics which covers a broad range of styles, periods and genres.

HSC course

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

Students study one mandatory topic covering a range of content and one additional topic in each year of the course. The additional topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres.

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

Course requirements

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology.

Submitted works and performances are required to reflect the mandatory and additional topic studied in the HSC.

The additional topic studied in the HSC must be different to the topic studied in the Preliminary course.

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

Subject Contribution: **2024 Year 11 \$100**
 2025 Year 12 \$100

Personal Development, Health and Physical Education

Faculty: PDHPE

- 11300 Personal Development, Health and Physical Education
(2 units – Preliminary)
- 15320 Personal Development, Health and Physical Education
(2 units – HSC)

Course description

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

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

Through the study of the PDHPE course, students learn to develop:

- values and attitudes that promote healthy and active lifestyles and communities
- knowledge and understanding of the factors that affect health
- capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis.

Preliminary course Core topics (60%)

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

Options component (40%)

Students will study the following options:

- First Aid (20%)
- Fitness Choices (20%)

HSC course

Core topics (60%)

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

Options component (40%)

Students will study the following options:

- Sports Medicine (20%)
- Improving Performance (20%)

Course requirements

The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time. The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time.

Physics

Faculty: Science

11310 Physics (2 units – Year 11/12)

15330 Physics (2 units – Year 11/12)

The Year 11 course develops students' 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 introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

Year 11 course

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 course

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.

Society and Culture

Faculty: HSIE

11330 Society and Culture (2 units – Preliminary)

15350 Society and Culture (2 units – HSC)

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 40%

Depth Studies

TWO to be chosen from:

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

Course requirements

Completion of the Personal Interest Project. See Stage 6 syllabus for information regarding course

Studies of Religion II

Faculty: HSIE

11360 Studies of Religion II (2 units – Preliminary)

15380 Studies of Religion II (2 units – HSC)

Course description

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

Preliminary course

Nature of Religion and Beliefs:

The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

Three Religious Traditions Depth Studies from Buddhism, Christianity, Hinduism, Islam, Judaism

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

Religions of Ancient Origin:

The response to the human search for ultimate meaning in TWO religions of ancient origin from:

- Aztec or Inca or Mayan
- Celtic
- Nordic
- Shinto
- Taoism
- an Indigenous religion from outside Australia

Religion in Australia pre-1945:

The arrival, establishment and development of religious traditions in Australia prior to 1945.

HSC course

Religion and Belief Systems in Australia post-1945: Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Three Religious Traditions Depth Studies from Buddhism, Christianity, Hinduism, Islam, Judaism

- Significant people and ideas
- A religious tradition's ethical teachings about bioethics or environmental ethics or sexual ethics
- Significant practices in the life of adherents.

Religion and peace

The distinctive response of religious traditions to the issue of peace

Religion and Non-Religion: The human search for meaning through new religious expression Non - religious worldviews and the difference between religious and Non-religious worldviews.

Course requirements

See the Studies of Religion Stage 6 syllabus for information regarding course requirement.

Visual Arts

Faculty: CAPA

11380 Visual Arts (2 units -Preliminary)
15400 Visual Arts (2 units – HSC)

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

Preliminary course

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

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

HSC course

- 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.

Course requirements Preliminary course:


- artworks in multiple two expressive forms and use of a process diary
- a broad investigation of ideas in artmaking, art criticism and art history.


HSC course:

- development of a body of work and use of a process diary

- a minimum of five case studies (4–10 hours each)
- deeper and more complex investigations in artmaking, art criticism and art history.

Subject Contribution: 2024 Year 11 \$100
2025 Year 12 \$100

 Education		2024 Cookery Course Descriptor SIT20421 Certificate II in Cookery – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>			
Course: Hospitality Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1) https://training.gov.au/Training/Details/SIT20421 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.			
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a kitchen environment and be able to use a personal digital device including a personal computer or laptop.			
Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency			
Core		Elective	
SITXFSA005	Use hygienic practices for food safety	SITXFSA006	Participate in safe food handling practices
SITXWH005	Participate in safe work practices	SITHCCC025	Prepare and present sandwiches
SITHCCC023	Use food preparation equipment	SITHCCC024	Prepare and present simple dishes
SITHCCC027	Prepare dishes using basic methods of cookery	SITHCCC026	Packaged prepared foodstuffs
SITHCCC034	Work effectively in a commercial kitchen	SITXCOM007	Show social and cultural sensitivity
SITHKOP009	Clean kitchen premises and equipment	SITXCCS011	Interact with customers
SITXINV006	Receive, store and maintain stock		
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
Pathways to Industry - Skills gained in this course transfer to other occupations			
Working within the hospitality industry involves <ul style="list-style-type: none"> ▪ organising information and records in both paper and electronic forms ▪ customer (client) service 		<ul style="list-style-type: none"> ▪ teamwork ▪ using technologies ▪ creating documents 	
Examples of occupations in the hospitality (kitchen operations) industry: <ul style="list-style-type: none"> <li style="width: 33%;">• breakfast cook <li style="width: 33%;">• fast food cook <li style="width: 33%;">• take-away cook <li style="width: 33%;">• catering assistant <li style="width: 33%;">• sandwich hand <li style="width: 33%;">• function 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 'N' determined as required by NESA. You should be work ready before work placement.			
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
Course Cost: Preliminary - \$180 HSC - \$275		Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships			
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions			
2024 Course Descriptor SIT20421 Certificate II in Cookery – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>			

 Education	2024 Construction Course Descriptor CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>		
Course: Construction Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) - Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) https://training.gov.au/Training/Details/CPC20220 & https://training.gov.au/Training/Details/CPC20120 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.		
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a construction environment and be able to use a personal digital device including a personal computer or laptop.		
Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency		
Core Units CPCCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry CPCCOM1012 Work effectively and sustainably in the Construction Industry CPCCOM1013 Plan and organise work CPCCVE1011 Undertake a basic construction project CPCCOM1015 Carry out measurement and calculations	Elective Units CPCCCM1011 Undertake basic estimation and costing CPCCOM2001 Read and interpret plans and specifications CPCCCA2002 Use carpentry tools and equipment CPCCCA2011 Handle carpentry materials CPCCCM2005 Use construction tools and equipment CPCCWHS1001 Prepare to work safely in the construction industry	
Additional Elective Unit	CPCCBL2001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment
White Card CPCCWHS1001 - Prepare to work safely in the construction industry. The General Construction Induction Training (White Card) will be delivered as part of this course.	Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.	
Students may apply for Recognition of Prior Learning (RPL) and for credit transfer before delivery, provided suitable evidence is submitted.		
Pathways to Industry - Skills gained in this course transfer to other occupations		
This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.	This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.	
Examples of occupations in the construction industry: This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer		
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.		
External Assessment 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 In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.		
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.		
Course Cost: Preliminary -\$160 (\$130 plus \$30 for White Card) HSC - \$0	Refunds- Refund arrangements are on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships		
Exclusions: VET course exclusions can be checked on the NESA website at https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions		
2024 Course Descriptor CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction RTO - Department of Education - 90333, 90222, 90072, 90162 0.20 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>		Version