

# ASHFIELD BOYS HIGH SCHOOL

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## SENIOR CURRICULUM HANDBOOK

Year 11 Course 2022

Year 12 HSC Course 2023



## 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.
- Leaving school to start full time employment.

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

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

Schedule	Process
<b>Term 3 2021</b>	Proposed 2022 / 2023 course offerings. Feasibility and staffing analysis
	Confirmation of 2022 / 2023 Course offerings
	Publication of 2022 / 2023 Curriculum Handbook
	Student Information Meeting
	Distribution of 2022 / 2023 Curriculum Handbook to parents and students
	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
<b>Term 4, 2021</b>	Final parent sign off on HSC course selection

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.

If you intend returning to school next year, 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. You have more chance of being successful when you are studying a subject that you find enjoyable.
- Don't choose a subject based on teachers. You may find that your favourite teacher is not teaching that subject next year. It is not until the end of Term 4 that your teachers know what classes they will be taking in the coming year.
- Be an individual and don't choose subjects based on what your friends are choosing. As individuals, we all have different strengths and interests. Build on your strengths.

## Eligibility for the Higher School Certificate

**To be eligible for the award of the Higher School Certificate students must:**

- Study a permitted combination of courses.
- Complete the requirements for each course, including any necessary oral, practical or projectwork.
- Complete tasks designed for the internal assessment program in each course at school.
- Sit for and make a genuine attempt at the HSC examination.

## HSC Pathways

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

Ashfield Boys High offers its students **two** pathways to complete the HSC:

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

## The HSC Curriculum Subjects

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

## The HSC Curriculum – types of courses

There are **three** broad categories of courses:

1. **Board Developed Courses** – are the courses for which the Board of Studies develops a syllabus, setting out objectives, outcomes, structures and content. These courses are examined externally as part of the HSC examination and **contribute to the calculation of the ATAR.**
2. **Board Endorsed Courses** – these courses count towards the HSC and are listed on your Record of Achievement. However these **do not count towards the calculation of the ATAR.**
3. **Life Skills Courses** – these can be a combination of: Board Developed Life Skills course; Board Developed Courses; and Board Endorsed Course. Students may access a single or multiple Life Skills Courses upon request or identified need.

## Vocational Education and Training (VET) Courses 2022

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

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

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

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

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

## We will be offering the following industry frameworks at ABHS;

- Construction – Category B
- Hospitality – Kitchen Operations – Category B

VET courses are classified as **CATEGORY B** courses when calculating the ATAR.

Only **one** of the above VET frameworks will be accepted when **calculating the ATAR** and it must be studied at two unit level, over two years for 240 indicative hours.

VET courses studied over one year, for 120 hours do not count towards the ATAR.

## Units of Study

Most courses offered for the HSC have a value of two units (2 unit) in the Year 11 study pattern and two units in the HSC study pattern. A two unit course over two years requires approximately **240 hours** of classroom work. All courses have a value of two units. Some exceptions are:

### HSC extension courses.

**Extension study** is available in English, Maths and Science (12) Extension courses build on the content of the two unit course, and require students to study beyond the two unit course

## Mandatory Study Requirements

English is the only compulsory HSC subject

- You must satisfactorily complete:
- a Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units.
- 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

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.

**Some courses have certain rules and prerequisites.**

For example, you can include English Studies in your 6 units of Board Developed Courses, but you can only count it as the 2 units of English that UAC uses to calculate an ATAR if you sit the optional HSC examination.

Students will continue to be able to **study six units** of Science in Year 11 and for the 2023 HSC examination students can study up to **seven units of Science in Year 12**. This change allows for the study of Science Extension.

Students may study one of, or any combination of, the following Stage 6 Science courses up to a maximum of 7 HSC units:

- Biology
- Chemistry
- Earth and Environmental Science
- Investigating Science
- Physics
- Science Extension (Year 12 only)

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

Skill development is central to learning in Life Ready. 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.

## Australian Tertiary Admission Rank (ATAR)

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

- At least 10 units of Board Developed courses, including at least 8 units of Category A courses
- Students **must** include **English** as part of their ATAR.
- The Board Developed courses completed must include at **least 3 courses** of 2 units or greater and at **least 4 subjects**

**To be eligible for an ATAR a student must satisfactorily complete:**

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 Category A courses.**

**OR**

**8 units of Category A courses and 2 units of Category B courses (i.e. one Category B subject). Students must complete the HSC exam for the Category B subject.**

**2 units of English are ALWAYS used in the ATAR calculation whether the English course is a Category A or Category B (English Studies)**

**Category B courses include:**

- Construction (240 hours)
- Hospitality – Kitchen Operations (240 hours)
- English Studies
- Mathematics Standard 1

**CEC courses**

- Work Studies are NON-ATAR courses. This means they count towards the HSC units but not to University Entrance.



## Assessment and Reporting

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year's ROSA for the tests in English-literacy, Mathematics, Science, History and Geography Civics and Citizenship.
- School-based assessment tasks will contribute to 50% of your HSC mark. The other 50% will come from the HSC examination.
- HSC results for VET courses are delivered at two levels. Assessment is competency based, with students receiving a competency log. An external exam is optional and will represent 100% of their mark in this course for the HSC.
- You are required to complete school-based assessment tasks for each Board Developed HSC Course, other than VET courses. For VET courses a competency based assessment program will apply.
- School-based assessment counts for 50% of your overall mark in each course, and is reported on your **HSC Record of Achievement**.
- School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 (Band 6) will correspond to the highest level of achievement.

### Satisfactory completion of a course

- To satisfactorily complete a course, students must meet the following criteria:
- Follow the course developed or endorsed by NESAs;
- 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

## Board developed HSC courses Offered at Ashfield Boys High

(See course notes following this table for explanation) \* denotes Category B course

Subject	Preliminary and HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
<b>Ancient History</b>	Ancient History		
<b>Biology</b>	Biology		
<b>Business Studies</b>	Business Studies		
<b>Chinese Beginners</b>	Chinese Beginners		
<b>Chinese Continuers</b>	Chinese Continuers		
<b>Chinese in Context</b>	Chinese in Context		
<b>Chemistry</b>	Chemistry		
<b>Drama</b>	Drama		
<b>Earth &amp; Environmental Science</b>	Earth & Environmental Science		
<b>Economics</b>	Economics		
<b>Engineering Studies</b>	Engineering Studies		
<b>English</b>	English Standard *English Studies (Category B) English Advanced	English Extension 1	<b>English Extension 1</b> <b>English Extension 2</b>
<b>Food Technology</b>	Food Technology		
<b>Geography</b>	Geography		
<b>Industrial Technology Multimedia</b>	Industrial Technology Multimedia		
<b>Information Processes and Technology</b>	Information Processes and Technology		

## Board developed HSC courses continued

<b>Investigating Science</b>	<b>Investigating Science</b>		
<b>Legal Studies</b>	Legal Studies		
<b>Mathematics</b>	*Mathematics Standard 1 (Category B) Mathematics Standard 2 Mathematics Advanced	Year 11 Maths Extn 1	<b>Year 12 (HSC) Mathematics Extension 1</b> <b>Year 12 (HSC) Mathematics Extension 2</b>
<b>Modern History</b>	Modern History		<b>Year 12 (HSC) History Extension</b>
<b>Music 1</b>	Music 1		
<b>Music 2</b>	Music 2		
<b>PD/Health/PE</b>	PD/Health/PE		
<b>Physics</b>	Physics		
<b>Society and Culture</b>	Society and Culture		
<b>Software Design &amp; Development</b>	Software Design & Development		
<b>Studies of Religion</b>	Studies of Religion (2 unit)		
<b>Visual Arts</b>	Visual Arts		
<b>Work Studies CEC</b>	Work Studies		
<b>Construction (VET) Category B*</b>	Construction Industry		
<b>Hospitality – Kitchen Operations (VET) Category B*</b>	Hospitality – Kitchen Operations		

## HSC Board developed courses Vocational Education and Training (VET)

NESA (NSW Education Standards Authority) has developed curriculum frameworks (a series of courses) for seven industries. Within each framework there are a number of courses. It is expected that at least one designated 240-hour course in each framework will contribute towards the ATAR. You must undertake a work placement to complete these courses successfully.

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	Category B Course	Work Placement
Construction	Construction (240 hours)*	Yes	70 hours
Hospitality – Kitchen Operations	Hospitality (240 hours)*	Yes	70 hours

## EVET – Externally Delivered Vocational Education and Training Courses

A range of Board Endorsed EVET courses and Content Endorsed Courses are available through TAFE. All TAFE enquiries should be made to either Mr Hopwood, Ms Henry or Ms Longman.

### Life skills courses

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

Students wishing to enrol in these courses must see the Ms Henry or Ms Longman

## 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
<b>Chinese Beginners</b>	11540 Chinese Continuers 11547 Chinese in Context
<b>Chinese in Context</b>	11530 Chinese Beginners, 11540 Chinese Continuers
<b>Chinese Continuers</b>	15570 Chinese Extension, 11547 Chinese in Context
<b>Drama</b>	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
<b>English Studies</b>	11140 English Advanced, 11150 English Extension, 11130 English Standard 16601
<b>English Standard</b>	11140 English Advanced, 11150 English Extension, 5170 English Extension 2, 30105 English Studies
<b>English Advanced</b>	11130 English Standard 30105 English Studies
<b>English Extension</b>	11130 English Standard, 30105 English Studies
<b>Mathematics Standard 1 Mathematics Standard 2 Mathematics Advanced</b>	No other Maths courses
<b>Industrial Technology: Multimedia</b>	Industrial Technology – any other strand
<b>Information Processes and Technology</b>	Computing Applications CEC
<b>Music 1</b>	Music 2
<b>Software Design and Development</b>	Computing Applications CEC
<b>Studies of Religion 2</b>	Studies of Religion 1
<b>Visual Arts</b>	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
- Intersect

## English Studies (Category B)

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*.
- From the 2019 HSC, 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 and include a further 8 units of Category A courses in their pattern of study.

## 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

The Year 11 course consists of four modules.

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

### Year 12

The Year 12 course consists of four modules.

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

### Course requirements

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

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

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

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

## 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 will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.
- **Traditions and values in a contemporary society:** Students will consider how the traditions and values of [Language]-speaking communities are maintained in multicultural environments and in a changing society.
- **The changing nature of work:** Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.
- **The individual as a global citizen:** Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society.
- **Chinese identity in the international context:** Students will consider the place of [Language]-speaking communities in the world, including migration experiences both locally and internationally.

### 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.

**Course Cost - \$50**

## 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.

**Course Cost:**   **2022 Year 11 \$125**  
                          **2023 Year 12 \$150**

## Geography

Faculty: HSIE

11190 Geography (2 units – Preliminary)

15190 Geography (2 units – HSC)

### Course description

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

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

### Preliminary course

- **Biophysical Interactions:** How biophysical processes contribute to sustainable management
- **Global Challenges:** Geographical study of issues at a global scale
- **Senior Geography Project:** A geographical study of student's own choosing

### HSC course

- **Ecosystems at Risk:** The functioning of ecosystems, their management and protection
- **Urban Places:** Study of cities and urban dynamics
- **People and Economic Activity:** Geographic study of economic activity in a local and global context
- **Key concepts incorporated across all topics:** change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

### Course requirements

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

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



## Industrial Technology - Multimedia

Faculty: Maths

11200 Industrial Technology (2 units – Preliminary)

15200 Industrial Technology (2 units – HSC)

### Course description

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

### Focus Areas

Multimedia Technologies

### Preliminary course

The following sections are taught on the relevant focus area:

- Industry Study (15%)
- Design (10%)
- Management and Communication (20%)
- Production (40%)
- Industry Related Manufacturing Technology (15%)

### HSC course

The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry:

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

### Course requirements

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Preliminary course content. Students also undertake the study of an individual business within a focus area industry.

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

**Course Cost:** 2022 Year 11 - \$20  
2023 Year 12 - \$20

## Information Processes and Technology

**Faculty: Maths**

11210 Information Processes and Technology (2 units – Preliminary)

15210 Information Processes and Technology (2 units – HSC)

### Course description

Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place.

Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

### Preliminary course

- Introduction to Information Skills and Systems (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%)

### HSC course

- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Option Strands (40%) – Students will select TWO of the following options:
- Transaction Processing Systems
- Decision Support Systems
- Automated Manufacturing Systems
- Multimedia Systems.

### 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.

The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.

## 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 (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

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 undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.

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 (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

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

All students studying the Mathematics Standard course in Stage 6 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**

Nil

## 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 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**

Nil

## 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 and caters for students with less experience 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.

**Course Cost:**           **2022 Year 11 \$100**

**2023 Year 12 \$100**

## Music 2

Faculty: CAPA

11290 Music 2 (2 units – Preliminary)

15300 Music 2 (2 units HSC)

### Course description

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

**Course Cost:**           **2022 Year 11 \$100**  
                                  **2023 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 select TWO of the following options:

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



## **HSC course**

### **Core topics (60%)**

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

### **Options component (40%)**

Students select TWO of the following options:

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

### **Course requirements**

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

## 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

#### 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.

## Software Design and Development

Faculty: Maths

11340 Software Design and Development (2 units – Preliminary)

15360 Software Design and Development (2 units – HSC)

### Course description

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

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

### Preliminary course

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

### HSC course

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

### Course requirements

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

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

## 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 at least 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.

**Course Cost:**        **2022 Year 11 - \$100**  
                                 **2023 Year 12 - \$100**

## Work Studies CEC – Non ATAR

35201 Work Studies (2 units-Preliminary)

35203 Work Studies (2 units - HSC)

### Course Description

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

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

### The Work Studies course assists students to:

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

### What Students Learn

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

Including:

**Module 1:** In the workplace

**Module 2:** Preparing job applications

**Module 3:** Workplace communication

**Module 4:** Teamwork and Enterprise Skills

**Module 5:** Managing work and life commitments

**Module 6:** Personal finance

**Module 7:** Workplace issues

**Module 8:** Self Employment

**Module 9:** Team Enterprise Project

**Module 10:** Experiencing Work

**Module 11:** School developed



Education

**Public Schools NSW, Ultimo Registered Training Organisation 90072**  
**VOCATIONAL EDUCATION and TRAINING**  
**2022 CONSTRUCTION COURSE DESCRIPTION**

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

Course: **Construction**  
 Board Developed Course

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

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

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

**Mandatory Units of Competency**

CPCCCM1012A Work effectively and sustainably in the construction Industry

CPCCCM1013A Plan and organise work

CPCCCM1014A Conduct workplace communication

CPCCCM1015A Carry out measurements and calculations

CPCCCM2001A Read and interpret plans and specifications

CPCCCM2005B Use construction tools and equipment

CPCCWHS1001 Prepare to work safely in the construction industry

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

**Electives** **6 out of the following**

CPCCJN2001A Assemble components AND

CPCCJN2002B Prepare for off-site manufacturing process OR

CPCCWF2001A Handle wall and floor tiling materials AND

CPCCWF2002A Use wall and floor tiling tools and equipment OR

CPCCBL2001A Handle and prepare bricklaying and blocklaying materials AND

CPCCBL2002A Use bricklaying and blocklaying tools and equipment

CPCCCA2011A Handle carpentry materials

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

CPCCCO2013A Carry out concreting to simple form

**Additional units required to attain a HSC credential in this course**

CPCCCM2006B Apply basic levelling procedures

CPCCWHS1001 Prepare to work safely in the construction industry.

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

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

*\* NB advice provided is based on existing NESA course information, however qualification CPC20220 Certificate II in Construction Pathways will be delivered, subject to NESA approval*

**Recommended Entry Requirements**

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

**Examples of occupations in the construction industry:**

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

**Mandatory HSC Course Requirements**

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

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Costs: \$160 includes white card and consumables Refund arrangements on a pro-rata basis**

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



**Public Schools NSW, Ultimo Registered Training Organisation 90072**  
**VOCATIONAL EDUCATION and TRAINING**



**Education**

**2022 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION**

*This may change due to Training Package and NSW Education Standards Authority (NESA) updates.*

*Notification of variations will be made in due time with minimal disruption or disadvantage.*

Course: **Hospitality - Kitchen Operations**

Board Developed Course

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

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

**SIT20416 Certificate II in Kitchen Operations**  
**Based on SIT Tourism, Travel and Hospitality training package**  
**(Release 1.2)**

**Units of Competency**

**Core**

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

**Electives**

SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
BSBSUS201	Participate in environmentally sustainable work practices
SITXFSA002	Participate in safe food handling practices
SITHIND002	Source and use information on the hospitality industry

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

**Recommended Entry Requirements**

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

**Examples of occupations in the hospitality industry**

- trainee chef short order
- fast food cook breakfast cook

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

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

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Costs: Consumables Year 11 2022 \$ 180 Year 12 2023 \$260**      **Chef uniforms can be borrowed from the school**  
**Refund Arrangements on a pro-rata basis**

*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>*