

# AMBARVALE HIGH SCHOOL

## Subject Selection Booklet

### STAGE 6

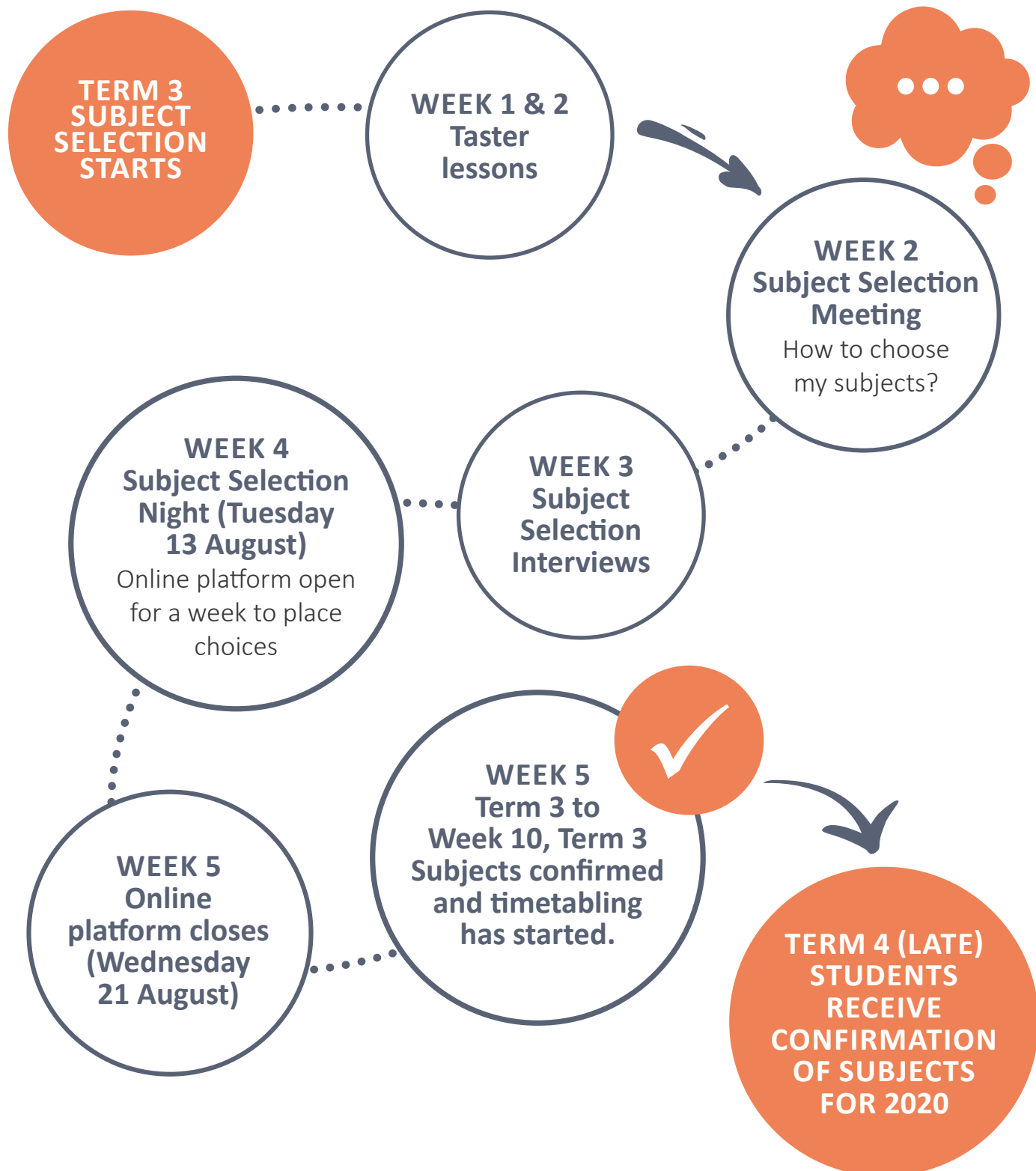
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2020-2021

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# Timeline



## HSC ELIGIBILITY REQUIREMENTS

To be eligible for the HSC, you must:

- » satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- » attend a government school, an accredited non-government school, a **NSW Education Standards Authority** recognised school outside NSW, or a TAFE college
- » complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- » satisfactorily complete courses in the patterns of study
- » 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 (this does not apply to students taking the HSC in 2018 or 2019).

## HSC MINIMUM STANDARD

### WHAT IS THE HSC MINIMUM STANDARD?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- » Sit the HSC exams.
- » Receive an ATAR for University applications
- » Receive a ROSA
- » Receive an HSC minimum standard report.

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

**Practice tests** are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

**Disability provisions and exemptions:** Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA) <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

## AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

### WHAT IS THE ATAR?

**The ATAR is a rank, not a mark.**

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (ie all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group).

Universities use the ATAR to help select students for their courses, and admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments). Most universities also use other criteria when selecting students (eg a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

### Who gets an ATAR?

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- » 8 units from Category A courses
- » 2 units of English
- » 3 Board Developed courses of 2 units or greater
- » 4 subjects

For more information please go to: <https://www.uac.edu.au/future-applicants/atar/atar-eligibility>



## PATTERNS OF STUDY

You must satisfactorily complete:

- » a Preliminary pattern of study that includes at least 12 units
- » an HSC pattern of study that includes at least 10 units \*

Both patterns of study must include at least:

- » 6 units of Board Developed Courses
- » 2 units of a Board Developed Course in English
- » 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- » 4 subjects

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.

For more information please visit:

<http://educationstandards.nsw.edu.au>

*\*At our school, students are strongly encouraged to maintain 12 units in their HSC year as it maximises the breadth of learning and provides a 'safety net' in the event of an unexpected outcome in a particular course*

## TYPES OF COURSES

**Board Developed courses** are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. These courses are divided into two groups:

- » Category A
- » Category B

Category A courses are considered more academically rigorous than Category B.

**Board Endorsed courses** are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

**Vocational Education and Training (VET)** VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, all VET courses involve a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR.

### What are subject units?

- » All subjects offered to HSC students are assigned a UNIT value.
- » Subjects may have a value of 1 or 2 units.
- » Each unit involves two hours of class time a week.
- » In the HSC each unit has a value of 50 marks.

# ALTERNATIVE COURSES

VOCATIONAL EDUCATION AND TRAINING (VET)	
BOARD DEVELOPED - CATEGORY B	BOARD ENDORSED
<p>All Category B subjects fit within 13 Industry Curriculum Frameworks and of those, one is offered at Ambarvale High School</p> <ul style="list-style-type: none"> <li>» Retail</li> <li>» All Category B subjects include the option of an HSC examination. However, for students seeking an ATAR the examination is compulsory.</li> <li>» All courses include mandatory work placement of 35 hours per year of study.</li> <li>» All have dual accreditation. That is, they are recognised within the HSC as well as being nationally recognised within the Australian Qualifications Framework (AQF) e.g. CPC20211 Certificate II in Construction Pathways</li> <li>» Category B subjects offered at TAFE, NSW Health or private providers within our region include:               <ul style="list-style-type: none"> <li>• Automotive</li> <li>• Business Services</li> <li>• Electrotechnology</li> <li>• Financial Services</li> <li>• IT</li> <li>• Human Services</li> <li>• Metals and Engineering</li> <li>• Tourism</li> </ul> </li> <li>» These courses are called TVET (TAFE Vocational Education and Training) or EVET (External Vocational Education and Training e.g. Health NSW).</li> <li>» All TVET and EVET applications are done on line using the Department of Education’s EVET tool. Applications are coordinated by the Careers Adviser and the closing date will be in the last week Term 3 with no exceptions as the electronic portal shuts down.</li> <li>» Subject exclusions apply. Students cannot do a VET subject at school and also at TAFE.</li> </ul>	<p>Board Endorsed Courses are also offered in the vocational education area and as such attract the nationally recognised certification. At Ambarvale High School the following VET Board Endorsed Courses are available</p> <ul style="list-style-type: none"> <li>• Skills for Work and Vocational Pathways</li> <li>» Board Endorsed Courses offered at TAFE within the region include, but are not limited to:               <ul style="list-style-type: none"> <li>• Animal Studies</li> <li>• Beauty Services</li> <li>• Hairdressing – Salon assistant</li> <li>• Design Fundamentals</li> <li>• Property Services</li> <li>• Community Services – Aged Care</li> <li>• Community Services – Child Care</li> </ul> </li> <li>» Application details for these courses are the same as those for TVET/EVET.</li> <li>» Work Placement requirements differ with some courses demanding formal work placement while others do more simulated work experience.</li> <li>» Subject Exclusions may apply where there is considerable overlap between the vocation content of the two courses. Subject exclusions do not apply for any of the current TVET/EVET courses on offer at our school.</li> </ul>

## SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP (SBAT)

A school-based apprenticeship or traineeship allows students to complete the first year of their apprenticeship or traineeship as part of their HSC while still at school. SBATs are available in both Category B courses, e.g. *Retail*, and Board Endorsed Courses, e.g. *Hairdressing*. The most common SBAT is Retail and these courses are completed with the employer e.g. McDonalds in many instances students may already have employment with a suitable organisation and hence students can make up the large number of work hours as part of their casual employment and outside of school hours. For more trade-based apprenticeships e.g. hairdressing, students will typically miss two days of school a week; one to attend TAFE and one to attend the workplace. For this reason the SBAT is not a common pathway, as it places students under pressure to be organised and self-motivated to catch up on missed work.

All students interested in TAFE/VET/SBAT Courses should obtain information from the **Careers Adviser. Please note that a meeting to specifically share information about TAFE, VET/SBAT will be held as part of the subject selection process.**

## COURSES BY FACULTY

SUBJECT	COURSE	TYPE
CAPA	Music	Board Developed- Category A
	Photography, Video and Digital Imaging	Board Endorsed
	Visual Arts	Board Developed- Category A
	Visual Design	Board Endorsed
ENGLISH	Drama	Board Developed- Category A
	English Advanced	Board Developed- Category A
	English Standard	Board Developed- Category A
	English Studies	Board Developed- Category B
	English Extension 1	Board Developed- Category A
	English Extension 2	Board Developed- Category A
HSIE	Ancient History	Board Developed- Category A
	Business Studies	Board Developed- Category A
	Geography	Board Developed- Category A
	History Extension	Board Developed- Category A
	Japanese Beginners	Board Developed- Category A
	Legal Studies	Board Developed- Category A
	Modern History	Board Developed- Category A
	Retail Services	VET- Category B
	Skills for Work and Vocational Pathways	VET- Board Endorsed
	Society & Culture	Board Developed- Category A
Work Studies	Board Endorsed	
MATHEMATICS	Mathematics Advanced	Board Developed- Category A
	Mathematics Standard (Preliminary year) Mathematics Standard 1 (HSC year)	Board Developed- Category A
	Mathematics Standard (Preliminary year) Mathematics Standard 2 (HSC year)	Board Developed- Category B
	Mathematics Extension 1	Board Developed- Category A
	Mathematics Extension 2	Board Developed- Category A
PDHPE	Community and Family Studies	Board Developed- Category A
	PDHPE	Board Developed- Category A
	Sport, Lifestyle and Recreation	Board Endorsed
SCIENCE	Biology	Board Developed- Category A
	Chemistry	Board Developed- Category A
	Investigating Science	Board Developed- Category A
	Physics	Board Developed- Category A
	Earth and Environmental Science	Board Developed- Category A
	Science Extension	Board Developed- Category A
TAS	Industrial Technology - Timber Products and Furniture Technologies	Board Developed- Category A
	Industrial Technology - Multimedia Technologies	Board Developed- Category A
	Information Processes and Technology	Board Developed- Category A

## COURSES BY TYPE

### BOARD DEVELOPED CATEGORY A

Ancient History

Biology

Business Studies

Chemistry

Community and Family Studies

Earth and Environmental Science

English Advanced

English Extension 1

English Extension 2

English Standard

Geography

History Extension

Industrial Technology- Multimedia Technologies

Industrial Technology- Timber Products and Furniture Technologies

Information Processes and Technology

Investigating Science

Japanese Beginners

Legal Studies

Mathematics Advanced

Mathematics Extension 1

Mathematics Extension 2

Mathematics Standard 2

Modern History

Music

PDHPE

Physics

Science Extension

Society & Culture

Visual Arts

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### BOARD DEVELOPED CATEGORY B

English Studies

Mathematics Standard 1 (If completed in the HSC year)

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### BOARD ENDORSED

Photography, Video and Digital Imaging

Sport, Lifestyle and Recreation

Visual Design

Work Studies

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### VET

Retail Services

Skills for work and Vocational Pathways

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## PATHWAYS OF STUDY

HSC & ATAR	HSC	CAREER PATHWAY
<p>A pattern of study to include:</p> <ul style="list-style-type: none"> <li>» A Preliminary (Year 11) pattern of study that includes at least 12 units</li> <li>» an HSC pattern of study that includes at least 10 units</li> <li>» Both patterns of study must include at least:</li> <li>» minimum 10 units of Board Developed Courses and at least <b>8 units of Category A Courses to ensure you receive an ATAR.</b></li> <li>» Only one Category B subject can be included to receive and ATAR.</li> </ul> <p>You will need to meet the requirements of the HSC, as outlined on page 5.</p>	<p>A pattern of study to include:</p> <ul style="list-style-type: none"> <li>» A Preliminary (Year 11) pattern of study that includes at least 12 units</li> <li>» an HSC pattern of study that includes at least 10 units</li> <li>» Both patterns of study must include at least:</li> <li>» Minimum of 6 units of Board Developed Courses.</li> </ul> <p>All other units can be a mixture of Board Developed or Board Endorsed subjects.</p> <p>You will need to meet the requirements of the HSC, as outlined on page 5.</p>	<p>(Statement of Attainment and partial Accreditation towards a pathway HSC)</p> <p>A pattern of study would include:</p> <ul style="list-style-type: none"> <li>» Work studies</li> <li>» At least one Vocational Education Course</li> <li>» Mixture of Board Developed and Board Endorsed Courses to make a total of 12 units</li> <li>» Work experience opportunities</li> </ul> <p>Students who engage in this pathway will not obtain an HSC or ATAR. Students following this pattern of study often transition to the workplace.</p>

# COURSES

# CAPA

## Music



### UNITS 2



#### TYPE

Board Developed - Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Ms Sutton

#### FEES

\$20

#### COURSE DESCRIPTION

##### Preliminary Course

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

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

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

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

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

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

HSC COURSE

#### COURSE REQUIREMENTS

##### HSC course

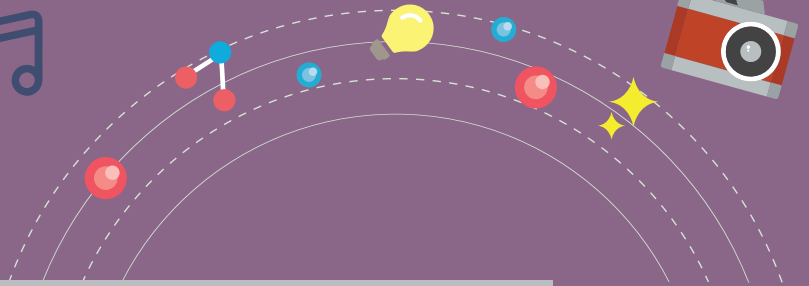
Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

**Other Information | This subject has a major work. Students do not have to have studied Stage 5 Music.**

#### You should choose this course if you like...

*to use various instruments to develop practical skills and techniques through class, lunchtime performances and music nights. Students can choose any instrument to learn and focus on.*

# CAPA



## Photography, Video and Digital Imaging

UNITS  
2

### TYPE

Board Endorsed

### YEARS DELIVERED

11-12

### CONTACT TEACHER

Ms McAteer & Ms Summerfield

### FEES

\$50

### COURSE DESCRIPTION

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

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

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

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

- » Wet Photography
- » Video
- » Digital Imaging.

### Modules include:

- » Introduction to the Field
- » Developing a Point of View
- » Traditions, Conventions, Styles and Genres
- » Manipulated Forms
- » The Arranged Image
- » Temporal Accounts.

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

HSC COURSE

### COURSE REQUIREMENTS

Students are required to keep a diary throughout the course.

### Other Information

| **This course does not have a HSC exam.**

### You should choose this course if you like...

*taking and manipulating digital photographs, creating and editing.*



# CAPA

## Visual Arts



### UNITS 2



#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Ms McAteer & Ms Summerfield

#### FEES

\$40

#### COURSE DESCRIPTION

##### Preliminary Course

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.

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
- » 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.

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

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.

### HSC COURSE

#### COURSE REQUIREMENTS

##### HSC course

Drawing, painting, photography, ceramics, printmaking and experimental artmaking. Students will study a variety of artists and artworks throughout history.

**Other Information | This subject has a Body of Work component. Students do not need to have studied stage 5 Visual Arts.**

##### You should choose this course if you like...

*drawing, painting, photography, ceramics, printmaking and experimental artmaking. Students will study a variety of artists and artworks throughout history.*

# CAPA

## Visual Design

### UNITS 2

#### TYPE

Board Endorsed

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Ms McAteer & Ms Summerfield

#### FEES

\$40

#### COURSE DESCRIPTION

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

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

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

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

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

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

CONTENT

# CAPA

## Visual Design



### UNITS 2

CONTINUED...

### COURSE REQUIREMENTS

Students are required to keep a diary throughout the course.

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

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

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

#### Other Information

| **This course does not have a HSC exam.**

### You should choose this course if you like...

*using artmaking skills to produce images and objects which have a real world function and are visually pleasing. This course is not as demanding as Visual Arts with a less rigorous theory component.*

# ENGLISH

## Drama

### UNITS 2

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Ms Vandenberg & Ms Nicoll

#### FEES

Nil

#### COURSE DESCRIPTION

##### Preliminary Course

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

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

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

#### You should choose this course if you like...

*reading, performing and analysing play texts. This is a theoretical and practical course that requires students to read play texts, perform as a group or individual and write sustained pieces of analysis. Students will study Australian Theatre and other selected theatre styles and practitioners.*

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.

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

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

Main Topics include:

- » Australian Drama and Theatre (Core content)
- » 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 log book of the development of each of the components Group Performance and Individual Project.

**Other Information | Drama experience in Year 9 and 10 is an advantage but not a pre requisite**

# ENGLISH

## English Advanced

### UNITS 2

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Ms Vandenberg & Ms Nicoll

#### FEES

Nil

#### COURSE DESCRIPTION

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

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

#### Year 11

The course has two sections:

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

#### Year 12

The course has two sections:

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

# ENGLISH

## English Advanced

UNITS  
2

CONTINUED...

### COURSE REQUIREMENTS

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

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

#### Year 11

Students are required to study:

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

#### Year 12

Students are required to study:

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

**Other Information | NIL**

### You should choose this course if you like...

*responding to and composing a wide range of texts through the close study of increasingly complex and sophisticated texts. Students will value and appreciate the importance of the English language as a key to learning, as well as enjoying the personal enrichment to be gained from a love of English and literature. This course is for students who wish to continue their study of English in their tertiary studies, and students who have achieved high grades in English and love the subject.*

# ENGLISH

## English Standard

### UNITS 2

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Ms Vandenberg & Ms Nicoll

#### FEES

Nil

#### COURSE DESCRIPTION

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

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

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

#### Year 11

The course has two sections:

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

#### Year 12

The course has two sections:

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

# ENGLISH

## English Standard

UNITS

2

CONTINUED...

### COURSE REQUIREMENTS

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

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

#### Year 11

Students are required to study:

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

#### Year 12

Students are required to study:

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

**Other Information | NIL**

#### You should choose this course if you like...

*responding to and composing a wide range of texts through the close study of texts. Students will value and appreciate the importance of the English language as a key to learning. This course is for students who will continue into tertiary education and students who have achieved satisfactory to good grades in English, and enjoy this subject.*



# ENGLISH

## English Studies

UNITS

2

### TYPE

Board Developed- Category B

### YEARS DELIVERED

11-12

### CONTACT TEACHER

Ms Vandenberg & Ms Nicoll

### FEES

Nil

### COURSE DESCRIPTION

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

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

### Year 11

Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.

Students study 2-4 additional syllabus modules (selected based on their needs and interests).

Students may also study an optional teacher-developed module.

### Year 12

The HSC Common Content consists of one module Texts and Human Experiences which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.

Students study 2-4 additional syllabus modules (selected based on their needs and interests).

Students may also study an optional teacher-developed module.

CONTENT

# ENGLISH

## English Studies

UNITS  
2

CONTINUED...

### COURSE REQUIREMENTS

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

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

### Year 11

Students are required to study:

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

### Year 12

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

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

**Other Information | NIL**

### You should choose this course if you like...

*reading and viewing texts with a real world context to enhance your understanding of the vocational uses of English. This course offers the opportunity to build a portfolio of work for post-school options including employment or further training. English Studies offers ATAR and non ATAR pathways.*

# ENGLISH

## English Extension 1

### UNITS 1

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Ms Vandenberg & Ms Nicoll

#### FEES

Nil

#### COURSE DESCRIPTION

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

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

#### Year 11

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

#### Year 12

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

The electives are

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

# ENGLISH

## English Extension 1

### UNITS 1

CONTINUED...

### COURSE REQUIREMENTS

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

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

#### Year 11

Students are required to study:

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

#### Year 12

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

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

#### Other Information

| Prerequisites – Advanced English

#### You should choose this course if you like...

*independent thinking, investigation and experimentation as a key to learning. You will explore and express views as well as exploring social, cultural, ethical, moral and spiritual concepts. This course is for students who wish to continue their study of English at university and who both love studying English and excel at it.*

# ENGLISH

## English Extension 2

### UNITS 1

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

12

#### CONTACT TEACHER

Ms Vandenberg & Ms Nicoll

#### FEES

Nil

#### COURSE DESCRIPTION

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

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

#### You should choose this course if you like...

*independent thinking, investigation and experimentation as a key to learning. You will explore and express views about social, cultural, ethical, moral, spiritual and human experiences through your own choice of major work. This course is for students who wish to continue their study of English as a major at university and for students who love to create and write their own texts.*

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

CONTENT

#### COURSE REQUIREMENTS

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

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

In the English Extension 2 course students are required to:

- » Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.
- » Students can choose to compose in ONE of the following forms: short fiction / creative non-fiction / poetry / critical response / script – short film, television, drama / podcasts – drama, storytelling, speeches, performance poetry / multimedia.

**Other Information | Prerequisite – English Extension 1**

# HSIE

## Ancient History

### UNITS 2

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Mrs Grasso & Ms Arts

#### FEES

Nil

#### COURSE DESCRIPTION

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

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

#### You should choose this course if you like...

*learning about ancient civilisations and investigating the past using artefacts, eye witness accounts and other written records. You will attempt to make sense of the past by analysing sources, considering different perspectives and weighing up the evidence.*

#### Year 11

The Year 11 course comprises three sections  
Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies')

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

Features of Ancient Societies (40 indicative hours)

- » Students study at least two ancient societies.

Historical Investigation (20 indicative hours)

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

#### Year 12

The Year 12 course comprises four sections.

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

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

### CONTENT

#### COURSE REQUIREMENTS

##### Year 11

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

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

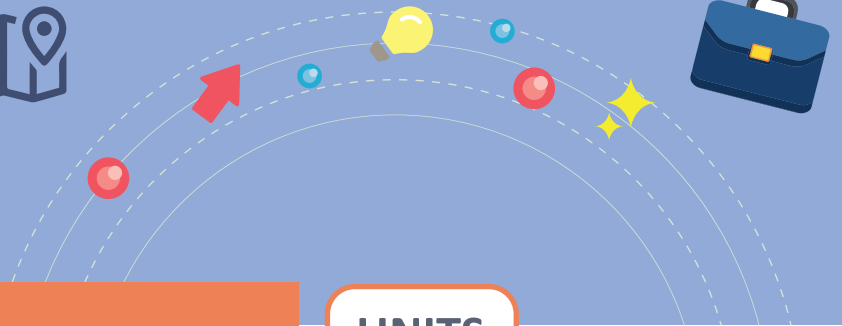
##### Year 12

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

Egypt / Near East / China / Greece / Rome.

**Other Information | NIL**

# HSIE



## Business Studies

### UNITS 2

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Ms Presland & Ms Dellow

#### FEES

Nil

#### COURSE DESCRIPTION

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

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

#### Year 11

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

#### Year 12

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

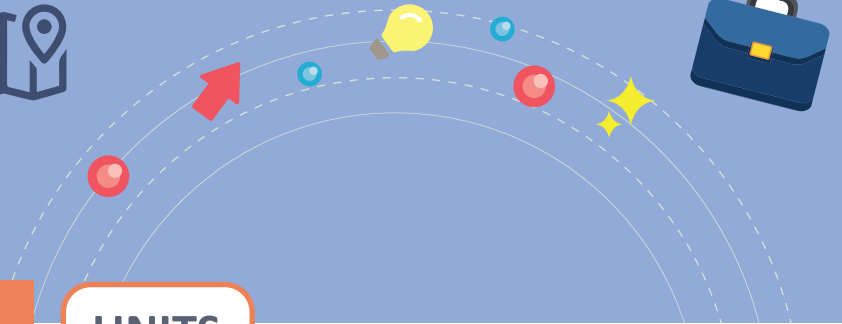
### CONTENT

#### You should choose this course if you like...

*marketing and advertising, have an understanding of financial literacy, aspire to run your own business or manage others in the workplace.*

# HSIE

# Geography



## UNITS 2

### TYPE

Board Developed- Category A

### YEARS DELIVERED

11-12

### CONTACT TEACHER

Miss Sinclair

### FEES

Nil

### COURSE DESCRIPTION

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

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

### You should choose this course if you like...

*exploring and learning about our environments and the role we play in shaping and transforming those environments. You will have the opportunity to consider differences in population and development between countries and communities. This subject will allow students to engage in hands-on fieldwork experiences.*

### Year 11

- » **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.

### Year 12

- » **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.

CONTENT

### 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.

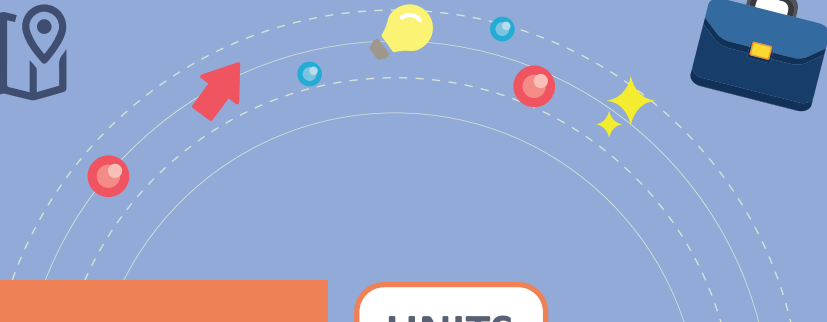
Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

#### Other Information

**| Mandatory overnight camp in Year 11 for fieldwork and linked to first assessment task. Two mandatory day excursions for Year 12 to cover fieldwork requirements.**



# HSIE



## History Extension

### UNITS 1

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

12

#### CONTACT TEACHER

Ms Simpson

#### FEES

Nil

#### COURSE DESCRIPTION

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

The course comprises two sections.

#### Constructing History

(Minimum 40 indicative hours)

#### Key Questions

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

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

#### History Project

(Maximum 20 indicative hours)

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

CONTENT

#### COURSE REQUIREMENTS

The course requires students to undertake:

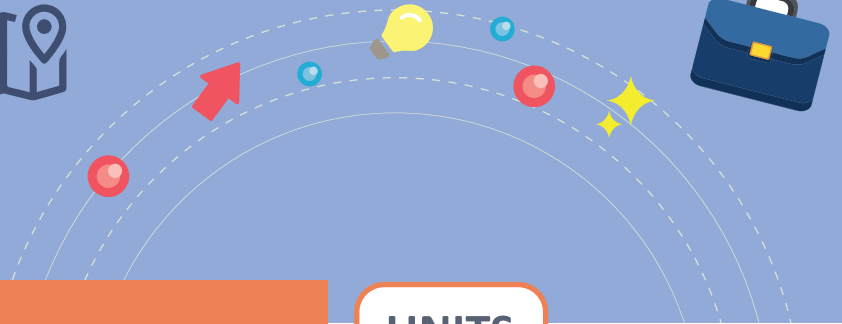
- » one case study
- » the development of one History Project.

**Other Information | NIL**

#### You should choose this course if you are...

*already performing at the top of your class for Ancient History or Modern History, are self motivated, learn best by reading, and can write effective long responses.*

# HSIE



## Japanese Beginners

UNITS  
**2**

### TYPE

Board Developed- Category A

### YEARS DELIVERED

11-12

### CONTACT TEACHER

Mr Sun

### FEES

\$20

### COURSE DESCRIPTION

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

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

### MAIN TOPICS COVERED

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

#### Other Information

| **Optional overseas trip to Japan in 2021**

### You should choose this course if you like...

*Anime, exploring another culture or simply enjoy learning another language. This subject provides you with the opportunity to develop your linguistic and intercultural knowledge and to communicate in Japanese. Topics covered are contemporary and relevant to your life.*

# HSIE

## Legal Studies

### UNITS 2

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Ms Presland & Mr Devlin

#### FEES

\$20

#### 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.

#### You should choose this course if you like...

*learning about law and would like to gain an understanding of how the Australian Legal System functions. You will get to explore criminal law, civil law, international law and family law and discuss how well our laws meet the needs of our society.*

#### COURSE REQUIREMENTS

##### **Preliminary Course**

Part I – The Legal System (40% of course time)

Part II – The Individual and the Law (30% of course time)

Part III – The Law in Practice (30% of course time)

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

##### **HSC Course**

Core Part I: Crime (30% of course time)

Core Part II: Human Rights (20% of course time)

Part III: Two options (50% of course time)

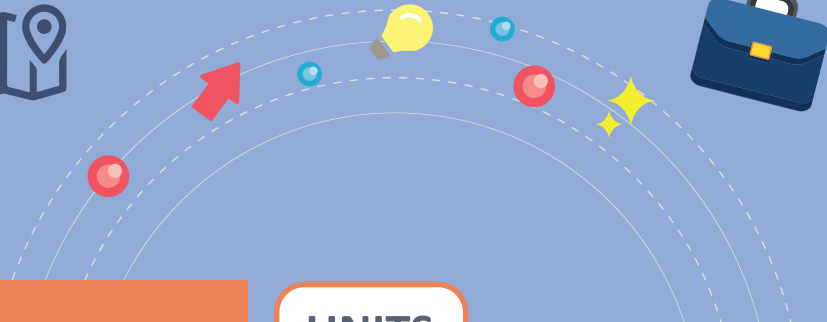
Two options are chosen from:

- » Consumers
- » Global environment and protection
- » Family
- » Indigenous peoples
- » Shelter
- » Workplace
- » World order.

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

**Other Information | NIL**

# HSIE



## Modern History

### UNITS 2

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Miss Sinclair & Ms Simpson

#### FEES

Nil

#### COURSE DESCRIPTION

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

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

#### You should choose this course if you like...

*learning about modern historical events such as, World Wars, the American Civil War and the Cold War. You will investigate the past through the use of historical sources to analyse the effect on today's world.*

#### Year 11

The Year 11 course comprises three sections.

- » Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies')
- » Historical Investigation (20 indicative hours)
- » The Shaping of the Modern World (40)

#### Year 12

The Year 12 course comprises four sections.

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

CONTENT

#### COURSE REQUIREMENTS

#### Year 11

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

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

#### Year 12

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

**Other Information | NIL**

# HSIE

## Society & Culture

UNITS  
2

### TYPE

Board Developed- Category A

### YEARS DELIVERED

11-12

### CONTACT TEACHER

Ms Simpson & Ms Dellow

### FEES

Nil

### COURSE DESCRIPTION

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

#### You should choose this course if you like...

*learning about social interaction among individuals and discovering how society forms and shapes identity. You will develop skills of ethical and social research that will assist you in university and other tertiary institutions as well as when you travel the world! Creating a personal interest project on a topic of your choice will see you developing knowledge, understanding and skills which will prepare you for full and active participation as citizens. If you love other cultures, learning about the social structure of the world and how you will interact, then Society and Culture is the subject for you.*

### 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.

CONTENT

### COURSE REQUIREMENTS

Completion of Personal Interest Project.

**Other Information | NIL**

# HSIE

## Work Studies

### UNITS 2

#### TYPE

Board Endorsed

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Mr Aquilina

#### FEES

Nil

#### STRUCTURE OF THE COURSE

The Work Studies CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.

The Work Studies CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.

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.

#### You should choose this course if you like...

*to learn practical skills that will get you a job.  
You will undertake a variety of practical experiences that will prepare you for the transition from school to work, along with learning a variety of practical life skills along the way.*

#### NATURE OF THE COURSE

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 will assist 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.

**Other Information | NIL**

# MATHEMATICS

## Advanced

### UNITS 2

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Mr Qu

#### FEES

Nil

#### COURSE DESCRIPTION

- » The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- » The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- » All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced in Stage 6:

- » enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- » provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- » provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- » provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- » provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

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

#### Year 11

**Topic:** Functions

- » Working with Functions

**Topic:** Trigonometric Functions

- » Trigonometry and Measure of Angles
- » Trigonometric Functions and Identities

**Topic:** Calculus

- » Introduction to Differentiation

**Topic:** Exponential and Logarithmic Functions

- » Logarithms and Exponentials

**Topic:** Statistical Analysis

- » Probability and Discrete Probability Distributions

#### Year 12

**Topic:** Functions

- » Graphing Techniques

**Topic:** Trigonometric Functions

- » Trigonometric Functions and Graphs

**Topic:** Calculus

- » Differential Calculus
- » The Second Derivative
- » Integral Calculus

**Topic:** Financial Mathematics

- » Modelling Financial Situations

**Topic:** Statistical Analysis

- » Descriptive Statistics and Bivariate Data Analysis
- » Random Variables

#### You should choose this course if you like...

*the appreciation of mathematics as a unique and powerful way of viewing the world to investigate, order, relate patterns, uncertainty and generally it provides the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.*

# MATHEMATICS

## Standard 1

## UNITS 2

### TYPE

Board Developed- Category B

### YEARS DELIVERED

11-12

### CONTACT TEACHER

Mrs Degning

### FEES

Nil

### COURSE DESCRIPTION

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.

### You should choose this course if you like...

*solving problems in real contexts, such as every day life, work or further learning. This course offers the opportunity to prepare for post-school options of employment or further training.*

### Year 11

**Topic:** Algebra

- » Formulae and Equations
- » Linear Relationships

**Topic:** Measurement

- » Applications of Measurement
- » Working with Time

**Topic:** Financial Mathematics

- » Money Matters

**Topic:** Statistical Analysis

- » Data Analysis
- » Relative Frequency and Probability

### Year 12

**Topic:** Algebra

- » Types of Relationships

**Topic:** Measurement

- » Right-angled Triangles
- » Rates
- » Scale Drawings

**Topic:** Financial Mathematics

- » Investment
- » Depreciation and Loans

**Topic:** Statistical Analysis

- » Further Statistical Analysis

**Topic:** Networks

- » Networks and Paths

## CONTENT

### Other Information

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 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.



# MATHEMATICS

## Standard 2

### UNITS 2

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Mrs Degning

#### FEES

Nil

#### COURSE DESCRIPTION

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.

#### You should choose this course if you like...

*extending your mathematical skills beyond stage 5, but are not seeking the in-depth knowledge of higher Mathematics that the study of Calculus would provide. This course offers the opportunity to prepare for a wide range of educational and employment aspirations, including continuing your studies at a tertiary level.*

#### Year 11

**Topic:** Algebra

- » Formulae and Equations
- » Linear Relationships

**Topic:** Measurement

- » Applications of Measurement
- » Working with Time

**Topic:** Financial Mathematics

- » Money Matters

**Topic:** Statistical Analysis

- » Data Analysis
- » Relative Frequency and Probability

#### Year 12

**Topic:** Algebra

- » Types of Relationships

**Topic:** Measurement

- » Non-right-angled Trigonometry
- » Rates and Ratios

**Topic:** Financial Mathematics

- » Investments and Loans
- » Annuities

**Topic:** Statistical Analysis

- » Bivariate Data Analysis
- » The Normal Distribution

**Topic:** Networks

- » Network Concepts
- » Critical Path Analysis

### CONTENT

#### Other Information

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 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

# MATHEMATICS

## Extension 1

### UNITS 1

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Mr Qu

#### FEES

Nil

#### COURSE DESCRIPTION

The study of Mathematics Extension 1 in Stage 6:

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

#### You should choose this course if you like...

*studying further skills and ideas in mathematics. This course is intended to give you a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce.*

#### Year 11

##### Topic: Functions

- » Further Work with Functions
- » Polynomials

##### Topic: Trigonometric Functions

- » Inverse Trigonometric Functions
- » Further Trigonometric Identities

##### Topic: Calculus

- » Rates of Change

##### Topic: Combinatorics

- » Working with Combinatorics

#### Year 12

##### Topic: Proof

- » Proof by Mathematical Induction

##### Topic: Vectors

- » Introduction to Vectors

##### Topic: Trigonometric Functions

- » Trigonometric Equations

##### Topic: Calculus

- » Further Calculus Skills

- » Applications of Calculus

##### Topic: Statistical Analysis

- » The Binomial Distribution

### CONTENT

#### Other Information

| Be enrolled in Advanced Mathematics.

# MATHEMATICS

## Extension 2

### UNITS 1

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

12

#### CONTACT TEACHER

Mr Qu

#### FEES

Nil

#### COURSE DESCRIPTION

The study of Mathematics Extension 2 in Stage 6:

- » enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- » provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- » provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- » provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- » provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

#### Year 12

##### Topic: Proof

- » The Nature of Proof
- » Further Proof by Mathematical Induction

##### Topic: Vectors

- » Further Work with Vectors

##### Topic: Complex Numbers

- » Introduction to Complex Numbers
- » Using Complex Numbers

##### Topic: Calculus

- » Further Integration

##### Topic: Mechanics

- » Applications of Calculus to Mechanics

### CONTENT

#### Other Information

| **Must be enrolled in Mathematics Extension 1**

#### You should choose this course if you like...

*extending your conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen. It provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the subject at a university level.*

# PDHPE

## Community & Family Studies

UNITS  
2

### TYPE

Board Developed- Category A

### YEARS DELIVERED

11-12

### CONTACT TEACHER

Ms Wilson

### FEES

Nil

### COURSE DESCRIPTION

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

#### You should choose this course if you like...

*learning about the diverse nature of families and communities. This subject has a heavily based theoretical component. The course enables students to plan and manage resources effectively. In Year 12 there is a mandatory independent research project (10 weeks work).*

### Year 11

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

### Year 12

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

CONTENT

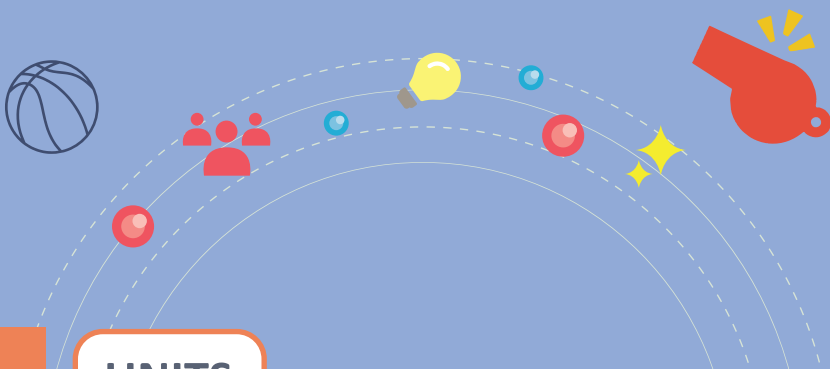
### COURSE REQUIREMENTS

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

**Other Information | NIL**

# PDHPE

# PDHPE



## UNITS 2

### TYPE

Board Developed- Category A

### YEARS DELIVERED

11-12

### CONTACT TEACHER

Mr Garrido

### FEES

Nil

### COURSE DESCRIPTION

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to 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.

### You should choose this course if you like...

*scientific based subjects. This subject focuses on two different streams. Stream 1 is personal health and the health of the nation. Stream 2 is about the way the body functions, body systems and how this impacts athletic performance. This subject is based heavily on theory, with no significant practical components. Students will be regularly required to formulate written responses.*

### Year 11

- » **Core Topics (60%)**
  - Better Health for Individuals
  - The Body in Motion
- » **Optional Component (40%)**

Students select two of the following options:

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

### Year 12

- » **Core Topics (60%)**
  - Health Priorities in Australia
  - Factors Affecting Performance
- » **Optional Component (40%)**

Students select two of the following options:

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

## CONTENT

### COURSE REQUIREMENTS

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

**Other Information | NIL**

# PDHPE

## Sport, Lifestyle & Recreation

UNITS  
2

### TYPE

Board Endorsed

### YEARS DELIVERED

11-12

### CONTACT TEACHER

Mr Garrido

### FEES

\$110

### COURSE DESCRIPTION

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

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

Through the course students will develop:

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

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- » Aquatics
- » Athletics
- » First Aid
- » Fitness
- » Specific Sports
- » Gymnastics
- » Outdoor Recreation
- » Sports Administration
- » Coaching
- » Social Perspectives of Sport
- » Healthy Lifestyle.

CONTENT

### You should choose this course if you like...

*learning about and engaging in a variety of Sporting activities. This a theoretical and practical course. If you like getting out there and running around, this is the subject for you.*

### Other Information

| Fees are based on costing of First Aid Course.

# SCIENCE

## Biology

### UNITS 2

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Miss Reilly & Mrs Maynard

#### FEES

Nil

#### COURSE DESCRIPTION

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

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

#### You should choose this course if you like...

*studying living things and relationships, in particular plants, human body, diseases, evolution, genetics, genetic technologies and cells.*

#### Year 11

The Year 11 course consists of four modules.

- » Module 1 Cells 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 Diseases
- » Module 8 Non-Infectious Diseases 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.

#### Other Information

| **Mandatory Depth Study Excursion – Yr 11**

# SCIENCE

## Chemistry

### UNITS 2

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Mrs Maynard

#### FEES

Nil

#### COURSE DESCRIPTION

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

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

#### You should choose this course if you like...

*studying the model of an atom, periodic table trends/patterns and how chemicals react. In particular, you need good mathematical and problem solving skills, as much of the course involves applying ideas of concepts to calculations.*

#### Year 11

The Year 11 course consists of four modules.

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

#### Year 12

The Year 12 course consists of four modules.

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

#### COURSE REQUIREMENTS

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

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

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

#### Other Information

| **Mandatory Depth Study Excursion – Yr 11**



# SCIENCE

## Investigating Science

UNITS  
**2**

### TYPE

Board Developed- Category A

### YEARS DELIVERED

11-12

### CONTACT TEACHER

Miss Knowles & Mrs Maynard

### FEES

Nil

### 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.

### You should choose this course if you like...

*to question the world around you, design and conduct first-hand investigations, understand patterns in nature, evaluate primary and secondary data, learn about various physical, biological and chemical laws and theories and represent scientific concepts with models.*

### Year 11

The Year 11 course consists of four modules.

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

### Year 12

The Year 12 course consists of four modules.

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

### COURSE REQUIREMENTS

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

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

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

#### Other Information

| **Mandatory Depth Study Excursion – Yr 11**

CONTENT

# SCIENCE

## Physics

### UNITS 2

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Miss Nunes & Mrs Maynard

#### FEES

Nil

#### COURSE DESCRIPTION

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

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

#### You should choose this course if you like...

*to understand the universe around you, if you enjoy problem solving, calculations and learning lots of new things. In Physics you will discover how electricity and magnetism work together, how motion is predictable, what light is and where it comes from, and that all the elements were born in stars.*

#### Year 11

The Year 11 course consists of four modules.

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

#### Year 12

The Year 12 course consists of four modules.

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

#### COURSE REQUIREMENTS

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

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

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

#### Other Information

| **Mandatory Depth Study Excursion – Yr 11**

# SCIENCE



## Earth & Environmental

UNITS  
**2**

### TYPE

Board Developed- Category A

### YEARS DELIVERED

11-12

### CONTACT TEACHER

Miss Reilly & Mrs Knowles

### FEES

Nil

### COURSE DESCRIPTION

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

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

### You should choose this course if you like...

*plate tectonics, rocks and minerals, earthquakes, volcanoes, climate change, fossils, natural disasters, and human impacts on the earth.*

### Year 11

The Year 11 course consists of four modules.

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

### Year 12

The Year 12 course consists of four modules.

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

CONTENT

### 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.

**Other Information | NIL**

# SCIENCE

## Extension

### UNITS 1

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

12

#### CONTACT TEACHER

Mrs Maynard & Miss Knowles

#### FEES

Nil

#### COURSE DESCRIPTION

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

#### You should choose this course if you like...

*to investigate a scientific problem about which you are passionate. You will enjoy working on a long term project. This subject is suitable for students who are achieving at a high level in one or all Science subjects studied and show an aptitude for Science.*

#### Year 12

The Year 11 course consists of four modules.

- » Module 1 The Foundations of Scientific Thinking
- » Module 2 The Scientific Research Proposal
- » Module 3 The Data, Evidence and Decisions
- » Module 4 The Scientific Research Report

#### CONTENT

#### COURSE REQUIREMENTS

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

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

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

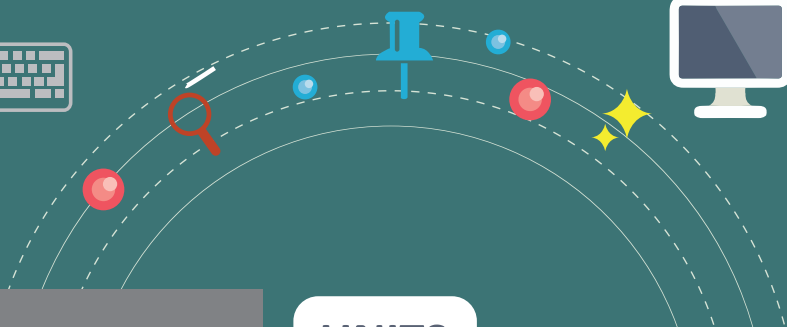
The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing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

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

#### Other Information

| **Needs access to a computer and internet for to create a digital portfolio**

# TAS



## IT – Timber Products and Furniture Technologies

### UNITS 2

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Mr Koens & Mr Roberts

#### FEES

\$50 (Yr 11) & \$25 (Yr 12)

#### COURSE DESCRIPTION

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

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

The Focus Area for this subject is Timber Products and Furniture Technologies.

#### Year 11

The following sections are taught in relation to the relevant focus area:

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

#### Year 12

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

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

CONTENT

#### You should choose this course if you like...

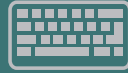
*working with your hands and taking a project from concept to final product. In this course you will learn practical skills that will help you gain a job in the timber industry in the future. Choose this subject if you enjoy building timber products, such as jewellery boxes and tool caddies. This process will include sketching, planning, creating and designing a folio for each project.*

#### 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.

**Other Information | Mandatory Major Work - Yr 12**  
**Any major work material must be supplied by the student for the HSC.**



## IT – Multimedia Technologies

### UNITS 2

#### TYPE

Board Developed- Category A

#### YEARS DELIVERED

11-12

#### CONTACT TEACHER

Mr Simmons

#### FEES

Nil

#### COURSE DESCRIPTION

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

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

The Focus Area for this subject is Multimedia Technologies.

#### Year 11

The following sections are taught in relation to the relevant focus area:

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

#### Year 12

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

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

#### You should choose this course if you like...

*being creative and like using computers to create interesting projects such as videos, animations, websites and games. Students major projects may help them develop the skills to prepare them for a career in traditional or new media industries, such as a game designer, film director, graphic designer and animator.*

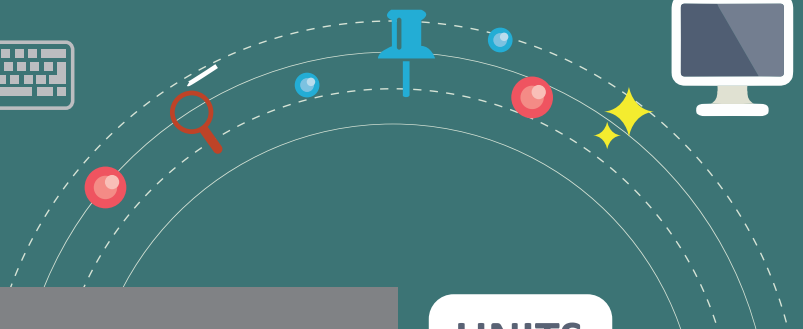
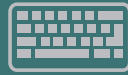
#### COURSE REQUIREMENTS

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.

**Other Information | Mandatory Major Work – Yr 12**  
**Any major work material must be supplied by the student for the HSC.**

# TAS



## Information Processes & Technology

UNITS  
**2**

### TYPE

Board Developed- Category A

### YEARS DELIVERED

11-12

### CONTACT TEACHER

Ms Jolley

### FEES

Nil

### 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.

### Year 11

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

### Year 12

- » 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.

CONTENT

### 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.

**Other Information | NIL**

### You should choose this course if you like...

*understanding computer systems and the way in which digital technologies work together. Students will gain a number of options for tertiary education through the study of this subject, including Computer Science at university and a diploma in Technology at TAFE.*

# VET COURSES





Course: **Retail Services**  
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.

**SIR30216 Certificate III in Retail**  
**Units of Competency**

**Core**

SIRXCEG001	Engage the customer
SIRXCEG002	Assist with customer difficulties
SIRXCEG003	Build customer relationships and loyalty
SIRXCOM002	Work effectively in a team
SIRXIND001	Work effectively in a service environment
SIRXIRSK001	Identify and respond to security risks
SIRXSLS001	Sell to retail customer
SIRXWHS002	Contribute to workplace health and safety

**Electives**

SIRXIND002	Organise and maintain a store environment
SIRRINV002	Control stock
SIRRMER001	Produce visual merchandise displays
SIRXPDK001	Advise on products and services
SIRRINV001	Receive and handle retail stock

**Additional for HSC requirements**

SIRXSLS002	Follow point of sale procedures
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**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 the retail service industry. They should be able to lift and carry stock items, have the ability to work as a member of a team, and have good communication skills. There will be out of class homework, research activities and assignments.

**Example of occupations in the Retail Industry**

- |                              |                      |
|------------------------------|----------------------|
| ▪ buyer                      | ▪ sales person       |
| ▪ customer service assistant | ▪ visual merchandise |
| ▪ stock controller           | ▪ merchandise        |

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

**Competency-Based Assessment**

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

**Appeals and Complaints**

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

**Course Costs:**

- **Resources/Consumables** \$20 (Year 11) \$20 (Year 12)
- **Other:** Industry visits and transport costs

**Refund Arrangements on a pro-rata basis**

**Please see your VET teacher to enquire about financial assistance**

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

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



2020 SKILLS FOR WORK AND VOCATIONAL PATHWAYS COURSE DESCRIPTIONS

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

Notification of variations will be made in due time.

Course: **Skills for Work and Vocational Pathways** 2 units x 1 year (120 hours) or 3 units x 1 year (180 hours)  
 Year 11 Preliminary or Year 12 HSC  
 Board Endorsed Course Does not contribute to the 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. This course is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

**FSK20113 Certificate II in Skills for Work and Vocational Pathways**

The following content is delivered in the 180 hour course and a modified pattern of delivery is available in the 120 hour course.

**Course Units of Competency**

**Core**

- FSKDIG03 Use digital technology for routine workplace tasks
- FSKLRG09 Use strategies to respond to routine workplace problems
- FSKLRG11 Use routine strategies for work-related learning
- FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work
- FSKNUM15 Estimate, measure and calculate with routine metric measurements for work
- FSKOCM07 Interact effectively with others at work
- FSKRDG10 Read and respond to routine workplace information
- FSKWTG09 Write routine workplace texts

**Electives**

- FSKLRG10 Use routine strategies for career planning
- FSKOCM04 Use oral communication skills to participate in workplace meetings
- FSKRDG09 Read and respond to routine standard operating procedures
- FSKWTG07 Write routine formal workplace texts
- BSBITU211 Produce digital text documents
- BSBWOR204 Use business technology
- BSBITU212 Create and use spreadsheets
- FNSFLT202 Develop and use a savings plan

*Up to 4 vocational units (and their pre-requisites) from other Training Packages may be selected as elective units (and may replace elective units listed in previous column). Teachers must hold the relevant units of competency in their transcripts. Schools must have permission from the RTO to deliver course electives.*

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

**Recommended Entry Requirements**

Certificate II in Skills for Work and Vocational Pathways represents an option for students to demonstrate key employability skills and a range of foundation skills to employers. This course is project based and projects will be determined by the school. The course provides an opportunity for students to demonstrate skills in literacy and numeracy along with communication and problem solving skills that relate directly to the workplace. There will be out of class homework, research activities and cluster based assessments for students to complete.

**Career Pathways:** Skills and knowledge gained are transferable to vocational training pathways or various industries and occupations

**Mandatory HSC Course Requirements**

There is no mandatory workplace learning component in this course. Where a student has not met NESA course completion criteria they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still contribute to an AQF qualification.

**External Assessment** There is no Higher School Certificate (HSC) examination for the Skills for Work and Vocational Pathways course. The course does not contribute towards an ATAR.

**Qualifications**

Students who are assessed as competent in sufficient units of competency will be eligible for a FSK20113 Certificate II Skills for Work and Vocational Pathways. Students who do not achieve competency in all the units in the 180 hour course or complete the 120 hour course will be eligible for a Statement of Attainment towards FSK20113 Certificate II in Skills for work and vocational pathways. There are foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

**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.

There is no School Based Traineeship or Apprenticeship pathway associated with this course.

**Exclusions:** Community Services - Introduction

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>

# HAVE A GO AT CHOOSING YOUR SUBJECTS

## PRACTICE ONE

SUBJECT	CHOICE
ENGLISH	
Subject 2	
Subject 3	
Subject 4	
Subject 5	
Subject 6	
Reserve 1	
Reserve 2	

The above options will allow me to get an ATAR?

YES  NO

Is there anyone else I need to see before I make my final decision?

## PRACTICE TWO

SUBJECT	CHOICE
ENGLISH	
Subject 2	
Subject 3	
Subject 4	
Subject 5	
Subject 6	
Reserve 1	
Reserve 2	

The above options will allow me to get an ATAR?

YES  NO

Is there anyone else I need to see before I make my final decision?