



YEAR 11
SUBJECT SELECTION
HANDBOOK

An Information Booklet for Students

STAGE 6
Preliminary Course 2020
HSC Course 2021

TIMELINE FOR SUBJECT SELECTION

Week 5, Friday 9:00-9:20 am, Quad

- Students will be issued their subject selection booklet. The booklet provides students with a brief outline of each course on offer.
- Students will sign up for a subject coaching session. All students will be involved in this step.

Week 6, Thursday - Parent and Student Information Evening

Thursday, 6 June, 7:00-8:00pm in the School Hall

The evening will cover:

- What are the options when choosing my pattern of study?
- What should I keep in mind when choosing my courses?
- What tips can be passed on from two of our current Year 12 students?
- What questions do I have for our Heads of Department?
- Should I consider a TAFE/school pathway?

Week 6, Friday - Mock Subject Selection

Week 6, Friday - Student Subject Taster Sessions

During periods 1-3, students will move around the school in their roll classes and will hear from subject teachers across all KLAs. The aim of these sessions is to provide an insight into what one might expect in each particular course. Students will also complete a subject selection survey, which will be accessed by our subject coaches when discussing course options for students.

Subject Clips

Students will be able to hear from past students discussing what each course offers. Here is the **Google Classroom Code: e3vvvdd**









Week 7 and Week 8 – Coaching sessions

Students will meet with a staff member, who will lead a 20 minute coaching session. All students are expected to engage in this step. Feedback from past students tells us that this is a valued step in the process.

Week 8, Friday – Week 9, Tuesday

Students will make their course selections.

If you have any course-specific questions please email the appropriate Head Teacher below.

HEAD TEACHERS			
CREATIVE ARTS	ENGLISH	HSIE	LOTE / SUPPORT
			
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MATHEMATICS	PDHPE	SCIENCE	TAS
			
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SUBJECT SELECTION TASTE TESTER LESSONS FRIDAY, 7 JUNE 2019

30 minute subject briefing sessions with 2 minutes to move to the next session

	Session times	SCIENCE		CAPA		LOTE		PDHPE + ENGLISH + DRAMA		MATHS		TAS	
		Group	Room	Group	Room	Group	Room	Group	Room	Group	Room	Group	Room
Period 1	1 (9:00-9:30)	10-1	MFS	10-2	D1	10-3	E12	10-4	Lib	10-5	D16	10-6	D15
	2 (9:32-10:03)	10-2	MFS	10-1	D1	10-4	E12	10-3	Lib	10-6	D16	10-5	D15
Period 2	3 (10:05-10:35)	10-3	MFS	10-4	D1	10-6	E12	10-5	Lib	10-1	D16	10-2	D15
	4 (10:37-11:06)	10-4	MFS	10-3	D1	10-5	E12	10-6	Lib	10-2	D16	10-1	D15
Period 3	5 (11:25-11:55)	10-5	MFS	10-6	D1	10-2	E12	10-1	Lib	10-3	D16	10-4	D15
	6 (11:57-12:29)	10-6	MFS	10-5	D1	10-1	E12	10-2	Lib	10-4	D16	10-3	D15

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COURSE FEES

The fees below represent the estimated cost of consumables used in each course. Course fees are provided directly to the KLAs to be used to enhance the delivery of courses by replacing consumables used by students.

	\$
Creative Arts	
Music 1	30
Music 2	30
Visual Arts	88
English	
Drama	40
English – all courses	28
Human Society & Its Environment (HSIE)	
Ancient History	20
Business Studies	20
Economics	20
Modern History	20
Legal Studies	20
Geography	20
Society and Culture	20
Languages Other Than English (LOTE)	
All Language courses includes online learning tool 'Education Perfect'	50
Mathematics	
All Mathematics courses	20
Personal Development, Health & Physical Education (PDHPE)	
PDHPE (includes Senior First Aid)	65
Science	
All Science courses	28
Technology fee for online learning 'Education Perfect'	50
Technological & Applied Studies (TAS)	
Industrial Technology – Timber	100
Community and Family Studies	20
Design and Technology	60
Engineering Studies	20
Food Technology	148
Hospitality Preliminary	200
Hospitality Years 11/12 offline	360
Information Processes and Technology	60
Software Design and Development	60
Textiles and Design	100
School Delivered Vocation Education and Training (SVET)	
Construction Pathways (includes <i>Whitecard</i>)	200
Hospitality Kitchen Operations	200
Hospitality Kitchen Operations Condensed (4 unit x 1 year) offline	360
Sport Coaching (includes First Aid)	200
External Courses	
VET, Open High School, NS5 Languages	<i>Cost on application</i>

INTRODUCTION

This booklet has been carefully prepared to help students and parents find their way through the Higher School Certificate (HSC) 'maze'. It should be closely read and then retained as a useful reference book to keep students well informed about Preliminary and HSC rules. It also contains essential information about each subject and course. While the school provides accurate advice it is the responsibility of every student to understand the implications of their subject choices.

In this booklet, students will find information on;

- terminology associated with the HSC;
- the rules governing the awarding of the HSC in NSW;
- study requirements and assessment;
- the ATAR (Australian Tertiary Admission Rank); and
- all courses that may be offered.

Please note that while many courses are offered, a course will only run if there are sufficient numbers of students interested in studying the course.

Options beyond school such as tertiary education, employment and a fulfilling adult life have their foundations laid in a successful HSC. In choosing a pattern of study, students must carefully consider their goals, areas of strength, interests, abilities and career aspirations. It is important that subject choices be realistic.

St Ives High School offers a broad range of subjects and courses to meet students' needs, interests and abilities. While the majority of these are offered at school, options exist for students to study at TAFE, Open High School, Saturday School and other High Schools within the North Shore Five (NS5). This booklet contains some information about these options. For more details about TAFE courses, students should see Mr Holmes. For more information about Open High School and Saturday School, students should see Mrs Patel.

Details of the rules for assessment, the school's assessment policy and the assessment schedule for each course offered will be provided in separate Assessment Booklets, one for the Year 11 Preliminary Courses and one for the Year 12 Higher School Certificate Courses.

Senior study requires an independent and mature approach in order to meet the HSC rules and requirements as outlined by the NSW Education Standards Authority (NESA). Depending on the chosen pattern of study, students may have a more flexible timetable than in Years 7 to 10, with different starting and finishing times or travel to TAFE. Senior students are encouraged to use the Library for private study during the school day when they do not have a timetabled class. Success in the HSC requires a large time commitment from students. Students who achieve the best results are placed at the top of all their courses of study. These students would complete at least an additional 20 hours of study per week outside school time.

All senior students are important role models within the school. They are expected to maintain good behaviour and follow the school's Discipline and Welfare codes. Many opportunities exist for senior students to be involved in leadership, organisation and running activities within the school. I encourage every student to be active in this regard, to contribute to the school in return for all you have and will gain from it.

Mark Watson
Principal

TERMINOLOGY / CONCEPTS

There is a large amount of terminology associated with the Higher School Certificate. Much of it is used throughout this booklet and will be used extensively over the next two years. These pages are intended to make the remainder of the booklet easier to read.

ATAR

Australian Tertiary Admission Rank (ATAR) calculated by UAC and used by UAC to process applications to university courses at participating universities. It is calculated from the best 10 units (including 2 units of English) completed by each HSC student who requests an ATAR.

NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) is a NSW Government Board established to serve NSW Government and Non Government schools in the development of school education in Years K – 12. NESA sets the core curriculum for Years K – 12, manages the HSC examinations each year and awards the credentials (HSC and RoSA) each year. The NSW Institute of Teachers has been incorporated into NESA and is responsible for managing and leading Teaching and Educational Standards.

Board Developed Course

Courses developed by NESA are Board Developed Courses. For each course the following information is available from NESA website at <http://educationstandards.nsw.edu.au>

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

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

Board Endorsed Course

Courses with syllabuses endorsed by NESA are Board Endorsed Courses. There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (**CEC**) have syllabuses endorsed by NESA to cater for areas of special interest not covered by Board Developed Courses.
- Schools may also design courses to meet student needs. NESA must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year only. There are no external examinations for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on the HSC Record of Achievement. Board Endorsed Courses **do not count** in the calculation of the ATAR.

Category A Course

These are Board Developed Courses deemed by UAC to have the academic rigour and depth of knowledge to provide an adequate background for tertiary studies by UAC. These courses are used by UAC in the calculation of the ATAR.

Category B Course

These are Board Developed Courses deemed by UAC not to have the academic rigour or depth of knowledge to provide an adequate background for tertiary studies by UAC on their own. However, when a program of study includes 8 units of Category A Courses, 2 units of Category B Courses can be used in the calculation of the ATAR.

Course

A course is what is taught for the HSC. The following is a guideline to help you understand the pattern of courses.

- 2 Unit Course* → This is the basic structure of all courses.
- Extension Course* → Extension study is available in a number of subjects. Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.
- 1 Unit Course* → Studies of Religion can be undertaken as either a 1 unit or a 2 unit course.
- There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.

Higher School Certificate (HSC)

The Higher School Certificate is the highest educational award you can receive from a secondary school in NSW. The HSC is a highly regarded and respected secondary school credential. The HSC is the culmination of 13 years of study through school education.

HSC Course

A HSC Course is the Year 12 component of study. HSC courses run for approximately four terms from Term 4 of the Year 11 school year plus terms 1 to 3 of Year 12. Students sit their HSC examinations during Term 4 of Year 12. Students must satisfactorily complete the Preliminary component of a course before being allowed to progress to the HSC component.

KLA

Key Learning Areas (KLA), are the eight areas into which subjects are grouped. These are English, Mathematics, Science, Human Society and Its Environment (HSIE), Personal Development Health Physical Education (PDHPE), Technology and Applied Studies (TAS), Languages and Creative and Performing Arts (CAPA).

Life Skills

Stage 6 Life Skills courses are available for students following a Special Program of Study for the Higher School Certificate. Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process, which will occur for both the Preliminary and HSC years. Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

Minimum Standard of Literacy and Numeracy

If you are sitting your HSC exams in or after 2020, you will need to meet a **minimum standard of literacy and numeracy** to receive your Higher School Certificate.

- Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school.
- Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.
- Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests from Year 10 until a few years after Year 12.
- Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement.

Non-ATAR

You do not require an ATAR to receive an HSC. An ATAR is only required for students seeking placement at a university. A non-ATAR program of study for the HSC allows students to choose courses more relevant for their particular pathway beyond school. If an ATAR is not required, it is possible to follow a study program that will have minimal or no HSC exams.

NS5 (North Shore 5)

The North Shore 5 (NS5) are five public high schools on the North Shore working together to produce better outcomes for students, parents and teachers. For Stage 6, the NS5 is exploring shared curriculum offerings between schools. The five high schools making up the NS5 are St Ives High School, Killara High School, Turramurra High School, Chatswood High School and Ku-ring-gai Creative Arts High School.

Performance Bands

The performance band is awarded at the end of the HSC course and students are notified of their achievement when they receive their results from NESA. The band awarded aligns with general descriptors of the level the student was working when they completed the course. It is a measure intended to allow comparison of candidates in a course across several years. 2 Unit courses have bands awarded from 1 (lowest) through to 6 (highest). 1 unit courses have bands awarded from E1 (lowest) to E4 (highest).

Preliminary Course

A Preliminary Course is the Year 11 component of a course. Preliminary courses run for approximately three terms, Terms 1 - 3 of Year 11.

Record of School Achievement (RoSA)

The RoSA is a credential for students who leave school after completing Year 10 and before they receive their HSC. The credential replaces the School Certificate and includes information about what students have achieved at the time they choose to leave school.

Stage 6

The final two years of school education, Year 11 and Year 12 are referred to as Stage 6.

Subject

A subject is the general name given to an area of study. A subject may have different courses within it. Generally, only one course can be studied within a subject area. For example, Chinese is a subject area. It is made up of five courses, Chinese Extension, Chinese Beginners, Chinese Continuers, Chinese & Literature and Chinese in Context. Only one of these courses can be studied by individual students.

UAC

University Admissions Centre (UAC) processes applications to participating universities (mostly in NSW and the ACT). UAC collects data on HSC student performance and ranks students.

Units

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units. Each unit involves class time of approximately 2 hours per week for 30 weeks (60 hours per year). Therefore 2 units involves approximately 4 hours of study over 30 weeks or 120 hours per year in class. In the HSC each unit has a value of 50 marks. Hence a 2-unit course has a value of 100 marks.

Vocational Education and Training (VET)

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). This national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the work place or a simulated workplace at school. Students receive special documentation showing the competencies gained.

Board Developed VET Courses (if examined) can count in the calculation of the ATAR. Hospitality is a VET curriculum framework delivered at St Ives High School. Hospitality has NESA developed status and can be used in the calculation of the ATAR. More VET courses are available for study at TAFE and with other providers. Only one Board Developed VET course can be included in the calculation of a student's ATAR.

REQUIREMENTS FOR THE AWARD OF A HIGHER SCHOOL CERTIFICATE

If you wish to be awarded the HSC:

- You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English (or 2 units of the Content Endorsed Course *English Studies*);
 - at least 3 courses of 2 units value or greater;
 - at least four subjects.

At most 6 units of courses in Science can contribute to Higher School Certificate eligibility.

- You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the required Higher School Certificate examinations.

Additional Information

- To be eligible for the HSC, you must:
 - complete *HSC: All My Own Work* (or its equivalent) before you submit any work for Preliminary of HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses.
 - 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 2019)
- If you wish to receive the Australian Tertiary Admission Rank (ATAR), **you must study a minimum of 10 Board Developed units in the HSC course.**
- If you do not wish to receive a ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

Are there any other restrictions on study for the HSC?

English is the only compulsory subject. No more than 6 units of Science courses can be counted.

University of Sydney – Mathematics level prerequisite

From 2020, University of Sydney course prerequisites are changing. To enrol in a number of their courses you will need to have achieved at least Band 4 in the NSW Higher School Certificate Mathematics (**not** General Mathematics) or equivalent. Courses that will have mathematics as a prerequisite for entry include economics, commerce, engineering and IT, psychology, pharmacy, veterinary science and science. Check The University of Sydney booklet "Your road to university" 2017 edition.

Universities regularly change their pre requisite requirements. It is each student's responsibility to do their own due diligence when keeping track of entry requirements for courses that may be of interest.

Are there any restrictions on studying courses in combination?

In general, students **may not study two Board Developed courses in one subject area.** For example, you cannot study *Industrial Technology – Multimedia Industry* and *Industrial Technology – Timber Products and Furniture Industry* or *Mathematics Standard* and *Mathematics Advanced* together. Some key variations are listed below:

Languages

Special rules exist for studying languages. If you have little or no previous knowledge of a language you may study a 2 unit Beginners course. Similarly, if a student is a Background Speaker as defined in the rules, they are not permitted to study the 2 Unit Beginners or 2 Unit Continuers courses in those languages where a Background Speakers course exists. Students may study either Indonesian for Background Speakers or Malay for Background Speakers but not both. Also, no more than one of Croatian, Macedonian, Serbian or Slovenian may be studied. Eligibility requirements also exist for Heritage courses.

Industrial Technology

Students studying Industrial Technology (Electronics Industries) are not permitted to study units of competency within the Electrical/Electronic stream of the Metal and Engineering Curriculum Framework.

Students studying Industrial Technology (Graphics Industries) are not permitted to study units of competency within the Drawing, Drafting and Design pathway of the Metal and Engineering Curriculum Framework.

Students studying Industrial Technology (Metals and Engineering Industries) are not permitted to study units of competency within the Production, Fabrication and Mechanical streams of the Metal and Engineering Curriculum Framework.

Students studying Industrial Technology (Building and Construction Industries) are not permitted to study units of competency within the Construction Curriculum Framework.

ASSESSMENT & REPORTING

- The HSC reports will provide you with more details descriptions of the knowledge, skills and understanding you have attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- School-based assessment tasks will contribute towards 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% of your HSC mark will come from the HSC examination.
- On satisfactory completion of your HSC you will receive a portfolio containing:
 - *The HSC Testamur*
The official certificate confirming your achievement of all requirements for the award.
 - *The Record of Achievement*
This document lists the courses you have studied and reports the marks and bands you have achieved.
 - *Course Reports*
For every HSC Board Developed Course (except VET courses) you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the Statewide distribution of marks in the course is also shown.

Satisfactory completion of courses

To receive a result in any course, students must satisfactorily study that course by

- following the course developed or endorsed by NESAs; and
- applying diligence and sustained effort to the set tasks provided in the course by the school; and
- achieving some or all of the course outcomes.

The Principal, or their delegate, must give written warnings in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses. These take the form of N-Warning letters. If the Principal does not certify the satisfactory completion of a course, you will receive no results in that course.

You have the right to appeal to NESAs against the Principal's decision. If you choose to do so, the Principal is obliged to explain the appeal mechanism to you.

In the case of Extension courses, failure to meet the assessment requirements for the 2 unit course will mean that you receive no result in the course at all. In the case of Board Endorsed Courses, you need to meet the minimum assessment requirements endorsed by the Board.

Submitted works, practical and oral/aural examinations

Students need to undertake a variety of practical examinations and/or submit works, projects etc, in addition to the written Higher School Certificate examination when attempting any of the following courses: English Extension 2, Textiles and Design, Visual Arts, Music, Languages (except Latin, Classical Greek), Society and Culture, Agriculture, Rural Technology, Dance, Drama, Food Technology, Design and Technology, Industrial Technology.

Students are required to certify that any submitted work is their own. Class teachers and the Principal must certify that it has been done under the teacher's supervision. If they cannot authenticate the work, the student may not be awarded marks for it.

If a student is repeating HSC courses where major works or projects are required, they may not submit any major works or projects entered and marked in a previous year without special permission from the NSW Education Standards Authority (NESA).

The practical and oral/aural examinations for Drama, Dance, Music and Languages are held in Term 3 of the HSC year. These examinations are held separately from the written examinations. They may also be held at a different venue from that used for the written examinations.

Works submitted for marking in Visual Arts, Society and Culture, Agriculture, Food Technology, Design and Technology, Industrial Technology, and Rural Technology will also be required to be completed in Term 3.

HSC: All My Own Work

To obtain an HSC, all students must also complete the compulsory NSW Education Standards Authority (NESA) unit called "HSC: All My Own Work". This is an on-line unit that takes approximately two hours to complete and will generally be undertaken at the end of Year 10. The purpose of the unit is to learn how to acknowledge sources and to understand the ramifications of plagiarism.

Australian Tertiary Admission Rank (ATAR) Rules

The ATAR is the ranking of students used by UAC when deciding which students will be offered places in courses at universities.

If you wish to receive an ATAR you must study:

- a minimum of 10 Board Developed units in your HSC studies, including at least 2 units of English
- at least three courses of 2 units value or greater
- at least four subjects

The ATAR will be based on an aggregate of scaled marks in 10 units of Board Developed courses comprising:

- the best 2 units of English; and
- the best 8 units from the remaining units, subject to the provision that no more than 2 units of Category B courses be included

Board Developed courses are classified as Category A or Category B. The criteria for Category A courses are academic rigour, depth of knowledge and understanding, and the degree to which the course contributes to assumed knowledge for tertiary studies.

For a full list of the category of the courses being offered at St Ives High School for 2020-2021, see pages 14 and 15 or see Universities Admission Centre (UAC) website at www.uac.edu.au.

HSC COURSES OFFERED FOR STUDY AT ST IVES HIGH SCHOOL 2020/21

See course notes following this table for explanation of symbols

<i>KLA</i>	<i>Subject</i>	<i>Preliminary & HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Category</i>
<i>Creative Arts</i>	Music	# Music 1 <input type="checkbox"/> Music 2 ³ <input type="checkbox"/>	HSC Music Extension	A A
	Visual Arts	Visual Arts <input type="checkbox"/>		A
<i>English</i>	Drama	Drama <input type="checkbox"/>		A
	English	# English Standard <input type="checkbox"/> English Advanced <input type="checkbox"/>	Preliminary/HSC English Extension 1 HSC English Extension 2	A A A
		English Studies 2 Unit <input type="checkbox"/>		B
		EAL/D (formerly ESL) <input type="checkbox"/>		A
<i>HSIE</i>	Ancient History	Ancient History <input type="checkbox"/>	HSC History Extension	A
	Business Studies	Business Studies <input type="checkbox"/>		A
	Economics	Economics <input type="checkbox"/>		A
	Geography	Geography <input type="checkbox"/>		A
	Legal Studies	Legal Studies <input type="checkbox"/>		A
	Modern History	Modern History <input type="checkbox"/>	HSC History Extension ¹	A
	Society and Culture	Society and Culture <input type="checkbox"/>		A
<i>LOTE</i>	Chinese	Chinese Background Speakers <input type="checkbox"/>		A
		Chinese Beginners <input type="checkbox"/>		A
		Chinese Continuers <input type="checkbox"/>		A
		Chinese Heritage <input type="checkbox"/>		A
	Italian	Italian Beginners <input type="checkbox"/>		A
	Japanese	Japanese Beginners <input type="checkbox"/>		A
		Japanese Continuers <input type="checkbox"/>		A
Spanish	Spanish Beginners <input type="checkbox"/>		A	
	Spanish Continuers <input type="checkbox"/>		A	

- * **CEC courses do NOT count towards an ATAR**
- * **Only 2 units of Category B courses can be used in the ATAR calculation**
- * **Those students who take English Studies in the 2021 HSC and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation.**

Continued...

<i>KLA</i>	<i>Subject</i>	<i>Preliminary & HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Category</i>	
<i>Mathematics</i>	Mathematics	Mathematics Standard <input type="checkbox"/>	Mathematics Extension 1 <input type="checkbox"/> (1 Unit in addition to Mathematics)	A	
		Mathematics Advanced <input type="checkbox"/>		A	
				Mathematics Extension 2 <input type="checkbox"/> { + Mathematics Extension 1 (2 Units in combination with Ext 2) + Mathematics (Total 4 Units)	A
<i>PDHPE</i>	PD,Health,PE	PD,Health,PE <input type="checkbox"/>		A	
<i>Science</i>	Biology	Biology ² <input type="checkbox"/>		A	
	Chemistry	Chemistry ² <input type="checkbox"/>		A	
	Earth & Environmental Science	Earth & Environmental Science ² <input type="checkbox"/>		A	
	Investigating Science	Investigating Science ² <input type="checkbox"/>		A	
	Physics	Physics ² <input type="checkbox"/>		A	
<i>TAS</i>	Industrial Technology	#		A	
		Graphics Industries <input type="checkbox"/>		A	
		Multimedia Industries <input type="checkbox"/>		A	
		Timber and Furniture Industries <input type="checkbox"/>		A	
	Community and Family Studies	Community and Family Studies <input type="checkbox"/>		A	
	Design and Technology	Design and Technology <input type="checkbox"/>		A	
	Engineering Studies	Engineering Studies <input type="checkbox"/>		A	
	Food Technology	Food Technology <input type="checkbox"/>		A	
Information Processes and Technology	Information Processes and Technology <input type="checkbox"/>		A		
Software Design and Development	Software Design and Development <input type="checkbox"/>		A		
Textiles and Design	Textiles and Design <input type="checkbox"/>		A		

SVET (School Delivered Vocation Education & Training)

<i>KLA</i>	<i>Subject</i>	<i>Preliminary & HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Category</i>
TAS	Construction			B
TAS	Hospitality Kitchen Operations	2 units x 2 years <input type="checkbox"/>		B
TAS	Hospitality Kitchen Operations (off line)	4 units x 1 year <input type="checkbox"/>		B
PDHPE	Sport Coaching			CEC

HSC Course Notes
These notes and footnotes (1-4) refer to the list of courses

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

- A number of subjects include a requirement for the development of project work for either internal or external assessment – for example, Visual Arts, Drama, Design and Technology and others. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
- Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit.

1. Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History.
2. Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate no more than 6 Preliminary units of Science can be included, or 7 units in the HSC, if Science Extension is offered.
3. You must study Music Course 2 if you wish to study HSC Music Extension.

4. Content Endorsed Courses (CEC). Have syllabuses endorsed by the Board of Studies, Teaching and Educational Standards to cater for areas of special interest not covered in Board Developed Courses. There is no external examination for Content Endorsed Courses. Assessment is school based.

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

Content Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

5. Vocational Education & Training (VET). Courses developed under this framework have category B status. One category B course can be included in the calculation of an ATAR.

Additional information about course and the HSC is available from
NSW Education Standards Authority (NESA)
www.educationstandards.nsw.edu.au

Creative Arts

KLA	Subject	Preliminary & HSC Courses (2 Unit)	Extension Courses (1 Unit)	Category
<i>Creative Arts</i>	Music	#		A
		Music 1 Music 2 ³	HSC Music Extension	A
	Visual Arts	Visual Arts		A

Course: Music 1	Course No: 15290
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Music 2	
<p>Course Description In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p>	
<p>Main Topics Covered Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.</p>	
<p>Particular Course Requirements HSC course In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.</p> <p>Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies, Teaching and Educational Standards to validate authorship of the submitted work.</p>	

Course: Music 2	Course No: 15300
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Music 1	
<p>Course Description In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p>	
<p>Main Topics Covered Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.</p> <p>In the Preliminary course, the Mandatory Topic is Music 1600–1900.</p> <p>In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).</p>	
<p>Particular Course Requirements In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies, Teaching and Educational Standards to validate authorship of the submitted work.</p> <p>All students will be required to develop a composition portfolio for the core composition.</p>	

Course: Visual Arts

Course No: 15400

2 units for each of Preliminary and HSC
Board Developed Course

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

Course Description

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate a broad range of artists, artworks, historians and critics from the traditional to the contemporary.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Preliminary Course learning opportunities focus on:

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

HSC Course learning opportunities focus on:

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

Particular Course Requirements

Preliminary Course:

- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

HSC Course:

- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.

English

<i>KLA</i>	<i>Subject</i>	<i>Preliminary & HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Category</i>	
<i>English</i>	Drama	Drama <input type="checkbox"/>		A	
	English	#			
		English Standard	<input type="checkbox"/>	Preliminary/HSC English	A
		English Advanced	<input type="checkbox"/>	Extension 1	
				HSC English Extension 2	A
	English Studies (2U)	<input type="checkbox"/>		B	
	EAL/D (formerly ESL)	<input type="checkbox"/>		A	

DRAMA STAGE 6

Drama is an art form that explores the world through enactment. It is a collaborative art form that involves the creative interaction of individuals using a range of artistic skills. Drama is an important means of understanding, constructing, appreciating and communicating social and cultural values; interpreting, valuing and transmitting the past and traditions; exploring, celebrating and challenging the present and imagining the future.

In Drama, students can investigate, shape, and symbolically represent ideas, feelings, attitudes, beliefs and their consequences. By studying this major art form students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation. In the critical study of drama and theatre students can recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production. They develop an understanding of the cultural traditions and social contexts of drama and theatre.

In Drama, meaning is negotiated and created between the participants themselves and between the participants and audience. Direct engagement with an audience is an essential skill in dramatic performance. Drama can be employed as a technique for exploring personal and community issues and developing social skills. It caters for a broad range of students from varying social and cultural backgrounds. It allows for the exploration of attitudes and values of many groups in Australian society as students make, perform and critically study aspects of drama and theatre in Australian and other societies and cultures.

The study of Drama will develop the talents and capacities of all students – physical, emotional, intellectual, social, spiritual, creative and expressive – as well as developing self-confidence and self-esteem.

Year 11 Course Structure and Requirements

		Component	Requirements
Year 11 course (120 hours)	Common course content	Improvisation, Playbuilding, Acting	The components in the Preliminary course are interrelated and should be taught in an integrated program of study.
		Elements of Production in Performance	
		Theatrical Traditions and Performance Styles	

Year 12 Course Structure and Requirements

		Component	Requirements
Year 12 course (120 hours)	Core content: One topic from a choice of two topics	Australian Drama and Theatre	The Individual Project will consist of either Critical Analysis Or Design Or Performance Or Script-writing Or Video Drama
	One topic from a choice of seven topics	Studies in Drama and Theatre	
	Core content	Group Performance	
	Core project to be chosen	Individual Project	

ENGLISH STANDARD STAGE 6

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provide students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives.

In their study of English students continue to develop their creative and critical faculties and broaden their capacity for cultural understanding. The course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They further develop skills in literacy, and independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning.

Year 11 Course Structure and Requirements

	English Standard Modules	Indicative hours
Year 11 course (120 hours)	Common module – Reading to Write: Transition to Senior English	40
	Module A: Contemporary Possibilities	40
	Module B: Close Study of Literature	40

Year 12 Course Structure and Requirements

	English Standard Modules	Indicative hours
Year 12 course (120 hours)	Common module – Texts and Human Experiences	30
	Module A: Language, Identity and Culture	30
	Module B: Close Study of Literature	30
	Module C: The Craft of Writing	30
	Optional: This module may be studied concurrently with the common module and/or Modules A and B	

ENGLISH ADVANCED STAGE 6

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

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Through their study of English students can become critical thinkers, and articulate and creative communicators. They extend and deepen their ability to use language in subtle, nuanced, inventive and complex ways to express experiences, ideas and emotions. They refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. They extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes.

Through exploring and experimenting with processes of composition and response, students further develop understanding of how language is employed to create artistic expression in texts. They analyse the different ways in which texts may reflect and/or challenge and extend the conventions of other texts. They evaluate the meanings conveyed in these texts, and how this is achieved. Students further develop skills in independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The modules encourage students to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

Year 11 Course Structure and Requirements

	English Advanced Modules	Indicative hours
Year 11 course (120 hours)	Common module: Reading to Write	40
	Module A: Narratives that Shape our World	40
	Module B: Critical Study of Literature	40

Year 12 Course Structure and Requirements

	English Advanced Modules	Indicative hours
Year 12 course (120 hours)	Common module: Texts and human experiences	30
	Module A: Textual conversations	30
	Module B: Critical study of literature	30
	Module C: The craft of writing Optional: This module may be studied concurrently with the common module and/or Modules A and B	30

ENGLISH EXTENSION STAGE 6

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Year 11 Course Structure and Requirements

	English Extension Modules	Indicative hours
Year 11 course (60 hours)	Module: Texts, Culture and Value	40
	Related research project This project may be undertaken concurrently with the module	20

Year 12 Course Structure and Requirements

	English Extension 1	Indicative hours
Year 12 course (60 hours)	Common module: Literary Worlds with ONE elective option	60

Students who undertake the Extension 1 course in Year 11 also have the opportunity to select the Extension 2 course in Year 12.

ENGLISH STUDIES STAGE 6

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing. Students refine these expressive language skills, responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts.

Students strengthen their ability to access and comprehend information, to assess its reliability, and to synthesise knowledge gained from a variety of sources. Through its structured and focused approach to responding to and composing texts, the English Studies course also provides students with opportunities to develop in and to appreciate the imaginative and affective spheres and to recognise how texts convey, interpret and reflect ways of thinking about oneself and the world.

The English Studies course also provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding and appreciating the variety of cultural heritages and differences that make up Australian and global societies. It also encourages the continued development of skills in literacy, individual and collaborative processes and reflective learning. Such skills form the basis of investigation and analysis required for the world of work, as well as post-school training and education.

Year 11 Course Structure and Requirements

	English Studies Modules	Indicative hours
Year 11 course (120 hours)	Mandatory module – Achieving through English: English in education, work and community	30–40 hours
	An additional 2–4 modules to be studied	20–30 hours each

Year 12 Course Structure and Requirements

	English Studies Modules	Indicative hours
Year 12 course (120 hours)	Mandatory common module – Texts and Human Experiences	30 hours
	An additional 2–4 modules to be studied	20–45 hours each

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) – STAGE 6

EAL/D is designed for students from diverse non-English speaking backgrounds, including Aboriginal and/or Torres Strait Islander backgrounds, **who have studied in an English instructional environment for less than 5 years as at the commencement of Year 11.**

Through the study of literary, digital and other texts the students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English, so as to enhance their personal, social, educational and vocational lives. The course replaces the English Standard course and the English Advanced course and shares the overall aim and rationale of English. When presented at the HSC, the EAL/D course will satisfy NESA (previously Board of Studies) requirements for the study of English and satisfies the same prerequisites for university as the study of Standard English.

The EAL/D course focuses on the close study of language and meaning and English language learning. Students are provided with opportunities to develop and refine skills in spoken and written English. This will enable them to communicate effectively in a range of contexts and situations both in further study and in professional and vocational careers. The EAL/D course assists students to develop the collaborative and critical thinking skills needed to navigate their way through the 21st-century world. Explicit and targeted English language instruction throughout the EAL/D course is delivered in context and at students' point of need in order to assist them in achieving Years 11 and 12 outcomes across the curriculum.

In EAL/D, students study, analyse, respond to and compose texts for a variety of purposes and audiences that are relevant to their personal, educational, social and vocational lives. They extend their reading, writing, listening, speaking, viewing and representing skills through an integrated engagement with texts drawn from literature and other sources. They become imaginative and confident users of a range of digital technologies and understand and reflect on the ongoing impact of these technologies on society.

The EAL/D course is designed to embrace and incorporate students' backgrounds and experiences within flexible teaching and learning programs that address this diversity, while also providing opportunities to enhance students' knowledge, understanding and appreciation of Australian society, culture, history and literature, including the nation's rich Aboriginal and Torres Strait Islander histories and cultures. This development of creative and critical English language skills, knowledge and understanding, and their engagement with literature and other textual forms, will increase students' understanding of the diversity and values of Australian and other cultures.

Year 11 course (120 indicative hours)	Module A: Language and Texts in Context (30-40hrs)	Text requirements: Students are required to study one substantial literary text such as film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. This text can form the basis of any of the Modules. Students are required to study Australian texts, including texts that give insights into diverse experiences of Aboriginal and Torres Strait Islander peoples, as well as texts from other cultures and to explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts. Students are required to engage in regular wide reading connected to each of the modules.
	Module B: Close Study of Text (30 – 40 hours)	
	Module C: Texts and Society (30 – 40 hours)	
	Optional teacher-developed module (up to 30 hours)	
Year 12 course (120 indicative hours)	Module A: Texts and Human Experience (30 hours)	Students are required to closely study three types of prescribed texts, one drawn from each of the following categories: <ul style="list-style-type: none"> ● prose fiction OR print non-fiction ● poetry ● drama OR film The selection of texts for the Focus on Writing module do not contribute to the prescribed text requirements. Students are required to study texts from a range of perspectives. They also study Australian texts, including texts that give insights into diverse experiences of Aboriginal and Torres Strait Islander peoples, and other international texts and explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts. Study in the Year 12 course requires close study of particular texts, supported by students' own wide reading.
	Module B: Language, Identity and Culture (30 hours)	
	Module C: Close Study of Text (30 hours)	
	Focus on Writing (studied concurrently with the above modules) (30 hours)	

Human Society & Its Environment (HSIE)

<i>KLA</i>	<i>Subject</i>	<i>Preliminary & HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Category</i>
<i>HSIE</i>	Ancient History	Ancient History <input type="checkbox"/>	HSC History Extension	A
	Business Studies	Business Studies <input type="checkbox"/>		A
	Economics	Economics <input type="checkbox"/>		A
	Geography	Geography <input type="checkbox"/>		A
	Legal Studies	Legal Studies <input type="checkbox"/>		A
	Modern History	Modern History <input type="checkbox"/>	HSC History Extension ¹	A
	Society and Culture	Society and Culture <input type="checkbox"/>		A

ANCIENT HISTORY STAGE 6

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world.

The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for conserving and preserving the world's cultural heritage.

The study of Ancient History requires students to understand and use historical concepts and apply skills in their investigation of the ancient world. It draws upon the methods used by historians and archaeologists to investigate sources from the past, and to communicate their findings and interpretations. In Ancient History, students engage with a range of sources, both physical and written. They are introduced to the complexities of reconstructing aspects of the past, often using fragmentary evidence from a range of literary, documentary and archaeological sources. Students are encouraged to develop their own interpretations and to compare these with those offered in published works.

Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. Students develop increasingly sophisticated historiographical skills and historical understanding from the close study of features of ancient societies and their distinctive legacies, to the analysis and interpretation of broader themes and issues from the ancient world.

Year 11 Course Structure and Requirements

	Ancient History	Indicative hours
Year 11 course (120 hours)	Investigating Ancient History <ul style="list-style-type: none">• The Nature of Ancient History• Case Studies <i>Each case study should be a minimum of 10 indicative hours.</i>	60
	Features of Ancient Societies	40
	Historical Investigation	20

Year 12 Course Structure and Requirements

The course comprises four sections. Students are required to study all four sections of the course.

	Ancient History	Indicative hours
Year 12 course (120 hours)	Core Study: Cities of Vesuvius – Pompeii and Herculaneum	30
	Ancient Societies	30
	Personalities in their Times	30
	Historical Periods	30

Course: Business Studies	Course No: 15040
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>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.</p>	
<p>Preliminary Course Nature of business (20%) – the role and nature of business Business management (40%) – the nature and responsibilities of management Business planning (40%) – establishing and planning a small to medium enterprise</p> <p>HSC Course Operations (25%) – strategies for effective operations management Marketing (25%) – development and implementation of successful marketing strategies Finance (25%) – financial information in the planning and management of business Human resources (25%) – human resource management and business performance</p>	

Course: Economics	Course No: 15110
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>	
<p>Main Topics Covered Preliminary Course</p> <ul style="list-style-type: none"> • Introduction to Economics – the nature of economics and the operation of an economy • Consumers and Business – the role of consumers and business in the economy • Markets – the role of markets, demand, supply and competition • Labour Markets – the workforce and role of labour in the economy • Financial Markets – the financial market in Australia including the share market • Government in the Economy – the role of government in the Australian economy. <p>HSC Course</p> <ul style="list-style-type: none"> • The Global Economy – Features of the global economy and globalisation • Australia's Place in the Global Economy – Australia's trade and finance • Economic Issues – issues including growth, unemployment, inflation, wealth and management. • Economic Policies and Management – the range of policies to manage the economy. 	

Course: Geography	Course No: 15190
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>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.</p>	
<p>Preliminary Course Biophysical Interactions – how biophysical processes contribute to sustainable management. Global Challenges – geographical study of issues at a global scale. Senior Geography Project – a geographical study of student's own choosing.</p> <p>HSC Course Ecosystems at Risk – the functioning of ecosystems, their management and protection. Urban Places – study of cities and urban dynamics. People and Economic Activity – geographic study of economic activity in a local and global context.</p> <p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>	
<p>Particular Course Requirements Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>	

HISTORY EXTENSION STAGE 6 (YEAR 12 ONLY)

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian's context, methodology and purpose shape their interpretation of a person, group, event or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.

History Extension requires students to engage with complex historiographical ideas and methodologies and to communicate sophisticated, sustained and coherent historical arguments about the nature and construction of history.

History Extension appeals to students who appreciate the intellectual challenge of grappling with an area of debate, and constructing and defending a position through a reasoned and cohesive argument. It offers students the opportunity to work independently and apply the historiographical understanding developed through the course to an individual project of personal interest.

The History Extension course is designed to enhance the development of critical and reflective thinking skills essential for effective participation in work, higher learning and the broader community. It fosters the ability of students to approach complex tasks flexibly, analyse and synthesise information from a range of sources and situations, explore a range of perspectives, develop considered responses and reflect on the methodologies with which they engage.

These experiences are of particular value to those students intending to undertake tertiary study, by providing an introduction to the issues of how a discipline is structured and practised. The History Extension course lays a foundation for such tertiary study by raising awareness of these issues and facilitating the transfer of higher-order thinking skills from one area of study to another.

Year 12 Course Structure and Requirements

	History Extension	Indicative hours
Year 12 course (60 hours)	Constructing History <ul style="list-style-type: none">● Key Questions● Case Studies	40 (minimum)
	History Project	20 (maximum)

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

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

Course: Legal Studies	Course No: 15220
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>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.</p> <p>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.</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> • 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) <p>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.</p> <p>HSC Course</p> <ul style="list-style-type: none"> • 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) <p>Two options are chosen from:</p> <ul style="list-style-type: none"> • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter Workplace • World order. <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>	
Particular Course Requirements No special requirements	

MODERN HISTORY STAGE 6

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world. Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them.

The study of Modern History requires students to understand and use historical concepts and apply skills in their investigation of people, ideas, movements, events and developments of the modern world within personal, local, national, regional and global contexts. Students are introduced to the complexities associated with the changing nature of sources, their expanding quantity, range and form, and the distinctive characteristics of modern historical representation. Students are encouraged to interpret sources for evidence, establish which evidence is relevant to an inquiry, and use evidence to construct and analyse historical accounts.

Modern History provides students with opportunities to explore their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the possible motivations and role of individuals and groups, as well as the origin and impact of ideas and developments that have transformed societies. It enables students to acquire knowledge and to understand how knowledge is constructed. Modern History provides opportunities for students to explore historical problems, to pose questions and to consider problems of evidence, causation and historical agency as part of the historical inquiry process, using the information technology available to them.

Students develop transferable skills associated with the process of historical inquiry and dealing with the provisional nature of historical evidence and arguments. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. Students develop increasingly sophisticated historiographical skills and historical understanding, from the close study of people and events to the analysis and interpretation of broader developments that have shaped the modern world.

Year 11 Course Structure and Requirements

	Modern History	Indicative hours
Year 11 course (120 hours)	Investigating Modern History <ul style="list-style-type: none">• The Nature of Modern History• Case Studies <i>Each case study should be a minimum of 10 indicative hours.</i>	60
	Historical Investigation	20
	The Shaping of the Modern World	40

Year 12 Course Structure and Requirements

	Modern History	Indicative hours
Year 12 course (120 hours)	Core Study: Power and Authority in the Modern World 1919–1946	30
	National Studies	30
	Peace and Conflict	30
	Change in the Modern World	30

Course: Society and Culture	Course No: 15350
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>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).</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> • The Social and Cultural World – the interactions between persons and groups within societies • Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings • Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them <p>HSC Course Core</p> <ul style="list-style-type: none"> • 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 <p>Depth Studies Two to be chosen from:</p> <ul style="list-style-type: none"> • 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 	
<p>Particular Course Requirements Completion of Personal Interest Project.</p>	

Languages Other Than English (LOTE)

<i>KLA</i>	<i>Subject</i>	<i>Preliminary & HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Category</i>
<i>LOTE</i>	Chinese	Chinese & Literature <input type="checkbox"/>		A
		Chinese Beginners <input type="checkbox"/>		A
		Chinese Continuers <input type="checkbox"/>		A
		Chinese in Context <input type="checkbox"/>		A
	Italian	Italian Beginners <input type="checkbox"/>		A
	Japanese	Japanese Beginners <input type="checkbox"/>		A
		Japanese Continuers <input type="checkbox"/>		A
	Spanish	Spanish Beginners <input type="checkbox"/>		A
Spanish Continuers <input type="checkbox"/>			A	
	Languages through NSW Language School and Saturday School of Community Languages for Year 11/12			

Course: Chinese & Literature	Course No: 15560		
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: Stage 5 Chinese or equivalent knowledge is assumed</p> <p>Eligibility rules apply to the study of this subject. Check with your teacher or refer to NESA's <i>Languages courses Eligibility Criteria</i>.</p>			
<p>Course Description</p> <p>In the Preliminary course, students will develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues.*</p> <p>In the HSC course, students will continue to develop their knowledge and understanding of Chinese through the study of prescribed texts, prescribed themes, and mandatory contemporary issues.*</p>			
<p>Students will study language and culture through the following prescribed themes and mandatory contemporary issues:</p> <table border="0" data-bbox="177 846 1422 1037"> <tr> <td data-bbox="177 846 766 1037"> <p>Prescribed Themes</p> <ul style="list-style-type: none"> • The individual and the community </td> <td data-bbox="766 846 1422 1037"> <p>Mandatory Contemporary Issues</p> <ul style="list-style-type: none"> • The role of the individual in today's society • Changing gender roles in today's society • The role of family and marriage in contemporary society </td> </tr> </table>		<p>Prescribed Themes</p> <ul style="list-style-type: none"> • The individual and the community 	<p>Mandatory Contemporary Issues</p> <ul style="list-style-type: none"> • The role of the individual in today's society • Changing gender roles in today's society • The role of family and marriage in contemporary society
<p>Prescribed Themes</p> <ul style="list-style-type: none"> • The individual and the community 	<p>Mandatory Contemporary Issues</p> <ul style="list-style-type: none"> • The role of the individual in today's society • Changing gender roles in today's society • The role of family and marriage in contemporary society 		
<ul style="list-style-type: none"> • Youth culture 	<ul style="list-style-type: none"> • Pressures on young people today • The place of education in young people's lives • The impact on young people of changes in traditional social values 		
<ul style="list-style-type: none"> • Chinese communities overseas (lifestyle) <p>Chinese</p>	<ul style="list-style-type: none"> • Adapting to new cultures (education, leisure, • The maintenance of Chinese culture in non-cultural contexts 		
<ul style="list-style-type: none"> • Global issues 	<ul style="list-style-type: none"> • Economic growth and its impact • Environmental issues • The impact of international influences on Chinese-speaking countries 		
<p>Particular Course Requirements: Nil</p>			

Course: Chinese Beginners

Course No: 15540

2 units for each of Preliminary and HSC Board Developed Course

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to NESAs's *Languages courses Eligibility Criteria*.

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

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

Main Topics Covered

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

Particular Course Requirements: Nil

Course: Chinese Continuers	Course No: 15550
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: Stage 5 Chinese or equivalent knowledge is assumed.</p> <p>Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to NESAS' <i>Languages courses Eligibility Criteria</i>.</p>	
<p>Course Description</p> <p>The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Chinese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts.</p>	
<p>Prescribed Themes</p> <ul style="list-style-type: none"> • The individual 	<p>Mandatory Topics</p> <ul style="list-style-type: none"> • Personal identity • Education and aspirations • Recreation and leisure • Travel experiences
<ul style="list-style-type: none"> • The Chinese-speaking communities 	<ul style="list-style-type: none"> • History and culture • Lifestyles
<ul style="list-style-type: none"> • The changing world 	<ul style="list-style-type: none"> • Youth issues • The world of work • Tourism and hospitality
<p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> • Conversation • Responding to an aural stimulus • Responding to a variety of written material • Writing for a variety of purposes • Studying the culture of Chinese-speaking communities through texts. 	

Course: Chinese in Context

Preliminary Course No: 11545 **HSC Course No:** 15555

2 units for each of Preliminary and HSC Board Developed Course

Prerequisites: Stage 5 Chinese or equivalent knowledge is assumed

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to NESAs *Languages Courses Eligibility Criteria*

Course Description

The Preliminary and HSC courses have as their organisational focus the study of **Issues** (listed below). The students' intercultural and linguistic skills, knowledge and understanding of Chinese will be developed through the study of a range of texts related to the Issues, viewed from one or more of the three **Perspectives** (Personal, Community and International) and drawn from the one or more of the three **Contexts** (Social and Community Settings, Contemporary Literature and the Arts, and Media). In the HSC course, students will explore in depth an area of interest related to one of the Issues through the **Personal Investigation**.

Issues

- **Young people and their relationships**

Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.

- **Traditions and values in a contemporary society**

Students will consider how the traditions and values of Chinese-speaking communities are maintained in multicultural environments and in a changing society.

- **The changing nature of work**

Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.

- **The individual as a global citizen**

Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society.

- **Chinese identity in the international context**

Students will consider the place of Chinese-speaking communities in the world, including migration experiences both locally and internationally.

Particular Course Requirements: Nil

Course: Italian Beginners

Course No: 15670

2 units for each of Preliminary and HSC Board Developed Course

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to NESAs's *Languages courses Eligibility Criteria*.

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

Students' skills in, and knowledge of Italian 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 Italian-speaking communities through the study of a range of texts.

Main Topics Covered

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

Particular Course Requirements: Nil

Course: Japanese Beginners	Course No: 15820
<p>2 units for each of Preliminary and HSC</p> <p>Board Developed Course</p> <p>Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to NESAs's <i>Languages courses Eligibility Criteria</i>.</p>	
<p>Course Description</p> <p>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, <i>the personal world</i> and <i>the Japanese-speaking communities</i>, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.</p> <p>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.</p>	
<p>Main Topics Covered</p> <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations. 	
<p>Particular Course Requirements: Nil</p>	

Course: Japanese Continuers	Course No: 15830
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: Stage 5 Japanese or equivalent knowledge is assumed.</p> <p>Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to NESAs’s <i>Languages courses Eligibility Criteria</i>.</p>	
<p>Course Description</p> <p>The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students’ skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.</p>	
<p>Prescribed Themes</p> <ul style="list-style-type: none"> • The individual 	<p>Mandatory Topics</p> <ul style="list-style-type: none"> • Personal world • Daily life • Leisure • Future plans
<ul style="list-style-type: none"> • The Japanese-speaking communities 	<ul style="list-style-type: none"> • Travelling in Japan • Living in Japan • Cultural life
<ul style="list-style-type: none"> • The changing world 	<ul style="list-style-type: none"> • The world of work • Current issues
<p>Students’ language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> • Conversation • Responding to an aural stimulus • Responding to a variety of written material • Writing for a variety of purposes • Studying the culture of Japanese-speaking communities through texts. 	
<p>Particular Course Requirements: Nil</p>	

Course: Spanish Beginners

Course No: 16070

2 units for each of Preliminary and HSC Board Developed Course

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to NESAs' *Languages courses Eligibility Criteria*.

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

Students' skills in, and knowledge of Spanish 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 Spanish-speaking communities through the study of a range of texts.

Main Topics Covered

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

Particular Course Requirements: Nil

Course: Spanish Continuers	Course No: 11970
2 units for each of Preliminary and HSC Board Developed Course	
Prerequisites: Stage 5 Spanish or equivalent knowledge is assumed.	
<p>Course Description</p> <p>The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Spanish will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Spanish-speaking communities through the study of a range of texts.</p>	
<p>Prescribed Themes</p> <ul style="list-style-type: none"> • The individual 	<p>Mandatory Topics</p> <ul style="list-style-type: none"> • Personal world • Daily life • Leisure • Future plans
<ul style="list-style-type: none"> • The Spanish-speaking communities 	<ul style="list-style-type: none"> • Travelling in Spain • Living in Spain • Cultural life
<ul style="list-style-type: none"> • The changing world 	<ul style="list-style-type: none"> • The world of work • Current issues
<p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> • Conversation • Responding to an aural stimulus • Responding to a variety of written material • Writing for a variety of purposes • Studying the culture of Spanish-speaking communities through texts. 	
Particular Course Requirements: Nil	

**LANGUAGES THROUGH NSW LANGUAGE SCHOOL
(PREVIOUSLY OPEN HIGH SCHOOL)
AND
SATURDAY SCHOOL OF COMMUNITY LANGUAGES FOR YEAR 11/12**

The NSW Language School is a NSW Department of Education School. They provide students enrolled in Years 9 to 12, in government and non-government schools in NSW and ACT, an opportunity **to study a language other than English** via distance education. When the home school (St Ives High School) cannot provide a specific language course desired (either it is not offered or the class does not run), students may apply for a single course access in their chosen language via Distance Education.

The NSW Language School is **NOT available for non-language electives**. It is also **NOT available if the desired language is offered** at St Ives High School (for example if it is simply a matter of an elective choice clash).

Lessons and resources are in Moodle, sent via post and also on the phone or Adobe Connect. Students are also invited for face-to-face lesson days at the NSW Language School usually once a term. However, distance education is not an easy method of study and **requires high levels of maturity, self-discipline and organisation on the part of the individual student** to successfully complete the course. Please take this into consideration before applying for the course.

There is **an additional cost** to completing studies through the NSW Language School of **\$200** (payment for a 2 year course either of Year 9/10 or Year 11/12).

Applications should be submitted through the **home school (St Ives High School)** early in Term 4 with the deadline being the last day of November. Fees **must** accompany the application form. Applications sent incomplete and/or without payment or proof of payment will be returned. **Application forms can be collected from Mrs Patel in the Languages Staffroom.**

Students **must still select 12 units of study AT SCHOOL for Year 11 study**. They will then be allowed to drop one of these courses once their enrolment into the NSW Language School has been approved and they have commenced their study (received their first work package and had their first telephone lesson with their distance education teacher) in Term 1 of next year.

Languages on offer include:

Chinese; French; German; Japanese; Russian; Indonesian; Italian; Korean; Spanish; Latin; Modern Greek; and Portuguese.

Students may also decide to study a community language through the **Chatswood Saturday School for Community Languages**. The Saturday school offers both the above languages in addition to background speaker languages such as: Arabic; Bengali; Croatian; Hindi; Hungarian; Khmer; Macedonian; Maltese; Polish; Punjabi; Serbian; Turkish and Vietnamese.

However, **Saturday School study is additional to normal schooling**. Students may NOT be exempted from study of the regular 12 units of class during regular school hours unless attendance and effort is confirmed at the Saturday School.

Mathematics

KLA	Subject	Preliminary & HSC Courses (2 Unit)	Extension Courses (1 Unit)	Category
Mathematics	Mathematics	# Mathematics Standard 1 <input type="checkbox"/> Mathematics Standard 2 <input type="checkbox"/> Mathematics <input type="checkbox"/>	 Mathematics Extension 1 <input type="checkbox"/> (1 Unit in addition to Mathematics) Mathematics Extension 2 <input type="checkbox"/> { + Mathematics Extension 1 (2 Units in combination with Ext 2) + Mathematics (Total 4 Units)	TBC A A A A

MATHEMATICS STANDARD 1

Year 12 only

Mathematics Standard in Stage 6

Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course (Mathematics Standard Year 11) leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses.

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

Aim

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

Rationale

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

Year 11 Course Structure and Requirements

The Year 11 course is organised in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

	Mathematics Standard	
	Topics	Subtopics
Year 11 course (120 hours)	Algebra	MS-A1 Formulae and Equations MS-A2 Linear Relationships
	Measurement	MS-M1 Applications of Measurement MS-M2 Working with Time
	Financial Mathematics	MS-F1 Money Matters
	Statistical Analysis	MS-S1 Data Analysis MS-S2 Relative Frequency and Probability

Year 12 Course Structure and Requirements

The courses are organised into topics, with the topics divided into subtopics

	Mathematics Standard 1	
	Topics	Subtopics
Year 12 course (120 hours)	Algebra	MS-A3 Types of Relationships
	Measurement	MS-M3 Right-angled Triangles MS-M4 Rates MS-M5 Scale Drawings
	Financial Mathematics	MS-F2 Investment MS-F3 Depreciation and Loans
	Statistical Analysis	MS-S3 Further Statistical Analysis
	Networks	MS-N1 Networks and Paths

MATHEMATICS STANDARD 2

2 units in Year 11 and Year 12

Mathematics Standard in Stage 6

Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course (Mathematics Standard Year 11) leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses. Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

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

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

Year 11 Course Structure and Requirements: The Year 11 course is organised in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

Year 11 course (120 hrs)	Mathematics Standard	
	Topics	Subtopics
	Algebra	MS-A1 Formulae and Equations MS-A2 Linear Relationships
	Measurement	MS-M1 Applications of Measurement MS-M2 Working with Time
	Financial Mathematics	MS-F1 Money Matters
	Statistical Analysis	MS-S1 Data Analysis MS-S2 Relative Frequency and Probability

Year 12 Course Structure and Requirements

Year 12 course (120 hours)	Mathematics Standard 2	
	Topics	Subtopics
	Algebra	MS-A4 Types of Relationships
	Measurement	MS-M6 Non right-angled Trigonometry MS-M7 Rates and Ratios
	Financial Mathematics	MS-F4 Investments and Loans MS-F5 Annuities
	Statistical Analysis	MS-S4 Bivariate Data Analysis MS-S5 The Normal Distribution
Networks	MS-N2 Network Concepts MS-N3 Critical Path Analysis	

Course: Mathematics Advanced (2 unit)	Course No: 11255 Yr 11 Maths Advanced 15255 Yr 12 Maths Advanced
<p>Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis and at least some of the content from the following substrands of Stage 5.3: Non-linear relationships and Properties of Geometrical Shapes.</p> <p>Exclusions: Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p>	
<p>Course Description</p> <ul style="list-style-type: none"> • 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. <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> • 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. 	
<p>Preliminary Course</p> <p><u>Topic:</u> Functions Working with Functions</p> <p><u>Topic:</u> Trigonometric Functions Trigonometry and Measure of Angles Trigonometric Functions and Identities</p> <p><u>Topic:</u> Calculus Introduction to Differentiation</p> <p><u>Topic:</u> Exponential and Logarithmic Functions Logarithms and Exponentials</p> <p><u>Topic:</u> Statistical Analysis Probability and Discrete Probability Distributions</p>	<p>HSC Course</p> <p><u>Topic:</u> Functions Graphing Techniques</p> <p><u>Topic:</u> Trigonometric Functions Trigonometric Functions and Graphs</p> <p><u>Topic:</u> Calculus Differential Calculus The Second Derivative Integral Calculus</p> <p><u>Topic:</u> Financial Mathematics Modelling Financial Situations</p> <p><u>Topic:</u> Statistical Analysis Descriptive Statistics and Bivariate Data Analysis Random Variables</p>

Course: Mathematics Extension 1	Course No: 15250 Yr 11 Maths Extension 15250 Yr 12 Maths Extension 1
<p>Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: Polynomials, Logarithms, Functions and Other Graphs and, Circle Geometry.</p> <p>Exclusions: Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p>	
<p>Course Description</p> <ul style="list-style-type: none"> • The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. • The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course. • All students studying the Mathematics Extension 1 course will sit for an HSC examination. <p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> • 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. 	
<p>Preliminary Course</p> <p><u>Topic:</u> Functions Further Work with Functions Polynomials</p> <p><u>Topic:</u> Trigonometric Functions Inverse Trigonometric Functions Further Trigonometric Identities</p> <p><u>Topic:</u> Calculus Rates of Change</p> <p><u>Topic:</u> Combinatorics Working with Combinatorics</p>	<p>HSC Course</p> <p><u>Topic:</u> Proof Proof by Mathematical Induction</p> <p><u>Topic:</u> Vectors Introduction to Vectors</p> <p><u>Topic:</u> Trigonometric Functions Trigonometric Equations</p> <p><u>Topic:</u> Calculus Further Calculus Skills Applications of Calculus</p> <p><u>Topic:</u> Statistical Analysis The Binomial Distribution</p>

Course: Mathematics Extension 2 (1 Unit) (Year 12 only)	Course No: 15260
<p>Prerequisites: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.</p> <p>Exclusions: Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p>	
<p style="text-align: center;">Course Description</p> <ul style="list-style-type: none"> • The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. • The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum. • All students studying the Mathematics Extension 2 course will sit for an HSC examination. <p>The study of Mathematics Extension 2 in Stage 6:</p> <ul style="list-style-type: none"> • 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. 	
<p>Topics Covered</p> <p><u>Topic:</u> Proof The Nature of Proof Further Proof by Mathematical Induction</p> <p><u>Topic:</u> Vectors Further Work with Vectors</p> <p><u>Topic:</u> Complex Numbers Introduction to Complex Numbers Using Complex Numbers</p> <p><u>Topic:</u> Calculus Further Integration</p> <p><u>Topic:</u> Mechanics Applications of Calculus to Mechanics</p>	

Personal Development, Health & Physical Education (PDHPE)

<i>KLA</i>	<i>Subject</i>	<i>Preliminary & HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Category</i>
<i>PDHPE</i>	PD, Health, PE	Personal Development, Health and Physical Education <input type="checkbox"/>		A

<p>Course: Personal Development, Health and Physical Education</p> <p>2 units for each of Preliminary and HSC Board Developed Course</p>	<p>Course No: 15320</p> <p>Exclusions: Nil</p>		
<p>Course Description</p> <p>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.</p> <p>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.</p> <table border="0" data-bbox="212 629 1372 943"> <tr> <td data-bbox="212 629 794 943"> <p>Preliminary Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ✍ Better Health for Individuals ✍ The Body in Motion <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> ✍ First Aid ✍ Composition and Performance ✍ Fitness Choices ✍ Outdoor Recreation </td> <td data-bbox="802 629 1372 943"> <p>HSC Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ✍ Health Priorities in Australia ✍ Factors Affecting Performance <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> ✍ The Health of Young People ✍ Sport and Physical Activity in Australian Society ✍ Sports Medicine ✍ Improving Performance ✍ Equity and Health </td> </tr> </table>		<p>Preliminary Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ✍ Better Health for Individuals ✍ The Body in Motion <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> ✍ First Aid ✍ Composition and Performance ✍ Fitness Choices ✍ Outdoor Recreation 	<p>HSC Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ✍ Health Priorities in Australia ✍ Factors Affecting Performance <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> ✍ The Health of Young People ✍ Sport and Physical Activity in Australian Society ✍ Sports Medicine ✍ Improving Performance ✍ Equity and Health
<p>Preliminary Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ✍ Better Health for Individuals ✍ The Body in Motion <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> ✍ First Aid ✍ Composition and Performance ✍ Fitness Choices ✍ Outdoor Recreation 	<p>HSC Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ✍ Health Priorities in Australia ✍ Factors Affecting Performance <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> ✍ The Health of Young People ✍ Sport and Physical Activity in Australian Society ✍ Sports Medicine ✍ Improving Performance ✍ Equity and Health 		
<p>Particular Course Requirements</p> <p>In addition to core studies, students select two options in each of the Preliminary and HSC courses.</p>			

Science

KLA	Subject	Preliminary & HSC Courses (2 Unit)	Extension Courses (1 Unit)	Category
<i>Science</i>	Biology	Biology ² <input type="checkbox"/>		A
	Chemistry	Chemistry ² <input type="checkbox"/>		A
	Earth & Environmental Science	Earth & Environmental Science ² <input type="checkbox"/>		A
	Investigating Science	Investigating Science <input type="checkbox"/>		A
	Physics	Physics ² <input type="checkbox"/>		A

BIOLOGY

2 units in Year 11 and Year 12

Board Developed Course

Rationale

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

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

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

Year 11 Course Structure and Requirements

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 Cells as the Basis of Life	60	*15 hours in Modules 1–4
		Module 2 Organisation of Living Things		
		Module 3 Biological Diversity	60	
		Module 4 Ecosystem Dynamics		

Year 12 Course Structure and Requirements

Year 12 course (120 hours)	Working Scientifically Skills	Module	Indicative hours	Depth studies
		Module 5 Heredity	60	*15 hours in Modules 5–8
		Module 6 Genetic Change		
		Module 7 Infectious Disease	60	
		Module 8 Non-infectious Disease and Disorders		

CHEMISTRY

2 units in Year 11 and Year 12

Board Developed Course

Rationale

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

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

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

Recommendation: successful study of Chemistry requires a good understanding of Mathematics, therefore students should be capable of at least the Mathematics Advanced course.

Year 11 Course Structure and Requirements

		Modules	Indicative hours	Depth studies
Year 11 course (120 hours)	Working Scientifically Skills	Module 1 Properties and Structure of Matter	60	*15 hours in Modules 1–4
		Module 2 Introduction to Quantitative Chemistry		
		Module 3 Reactive Chemistry	60	
		Module 4 Drivers of Reactions		

Year 12 Course Structure and Requirements

		Modules	Indicative hours	Depth studies
Year 12 course (120 hours)	Working Scientifically Skills	Module 5 Equilibrium and Acid Reactions	60	*15 hours in Modules 5–8
		Module 6 Acid/base Reactions		
		Module 7 Organic Chemistry	60	
		Module 8 Applying Chemical Ideas		

EARTH & ENVIRONMENTAL SCIENCE

2 units in Year 11 and Year 12

Board Developed Course

Rationale

The *Earth and Environmental Science Stage 6 Syllabus* explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.

The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

Year 11 Course Structure and Requirements

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 1 Earth's Resources	60	*15 hours in Modules 1–4
		Module 2 Plate Tectonics		
		Module 3 Energy Transformations	60	
		Module 4 Human Impacts		

Year 12 Course Structure and Requirements

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Earth's Processes	60	*15 hours in Modules 5–8
		Module 6 Hazards		
		Module 7 Climate Science	60	
		Module 8 Resource Management		

INVESTIGATING SCIENCE

2 units in Year 11 and Year 12

Board Developed Course

Rationale

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

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

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

Year 11 Course Structure and Requirements

		Modules	Indicative hours	Depth studies
Year 11 course (120 hours)	Working Scientifically Skills	Module 1 Cause and Effect – Observing	60	*30 hours in Modules 1–4
		Module 2 Cause and Effect – Inferences and Generalisations		
		Module 3 Scientific Models	60	
		Module 4 Theories and Laws		

Year 12 Course Structure and Requirements

		Modules	Indicative hours	Depth studies
Year 12 course (120 hours)	Working Scientifically Skills	Module 5 Scientific Investigations	60	*30 hours in Modules 5–8
		Module 6 Technologies		
		Module 7 Fact or Fallacy?	60	
		Module 8 Science and Society		

PHYSICS

2 units in Year 11 and Year 12

Board Developed Course

Rationale

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

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

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

Recommendation: successful study of Physics requires a good understanding of Mathematics, therefore students should be capable of at least the Mathematics Advanced course.

Year 11 Course Structure and Requirements

		Modules	Indicative hours	Depth studies
Year 11 course (120 hours)	Working Scientifically Skills	Module 1 Kinematics	60	*15 hours in Modules 1–4
		Module 2 Dynamics		
		Module 3 Waves and Thermodynamics	60	
		Module 4 Electricity and Magnetism		

Year 12 Course Structure and Requirements

		Modules	Indicative hours	Depth studies
Year 12 course (120 hours)	Working Scientifically Skills	Module 5 Advanced Mechanics	60	*15 hours in Modules 5–8
		Module 6 Electromagnetism		
		Module 7 The Nature of Light	60	
		Module 8 From the Universe to the Atom		

Technological & Applied Studies (TAS)

<i>KLA</i>	<i>Subject</i>	<i>Preliminary & HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Category</i>
<i>TAS</i>	Industrial Technology	# Graphics Technologies <input type="checkbox"/> Multimedia Technologies <input type="checkbox"/> Timber Products and Furniture <input type="checkbox"/>		A A A
	Community and Family Studies	Community and Family Studies <input type="checkbox"/>		A
	Design and Technology	Design and Technology <input type="checkbox"/>		A
	Engineering Studies	Engineering Studies <input type="checkbox"/>		A
	Food Technology	Food Technology <input type="checkbox"/>		A
	Information Processes and Technology	Information Processes and Technology <input type="checkbox"/>		A
	Software Design and Development	Software Design and Development <input type="checkbox"/>		A
	Textiles and Design	Textiles and Design <input type="checkbox"/>		A

Course: Industrial Technology	Course No: 15200
2 units for each of Preliminary and HSC Board Developed Course	
Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses	
<p>Course Description</p> <p>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.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%) • Design – elements and principles, types of design, quality, influences affecting design (10%) • Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%) • Production – display a range of skills through the construction of a number of projects (40%) • Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%) <p>HSC Course The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> • Industry Study (15%) • Major Project (60%) <ul style="list-style-type: none"> – Design, Management and Communication – Production • Industry Related Manufacturing Technology (25%) 	
<p>Particular Course Requirements</p> <p>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.</p>	

Course: Community and Family Studies	Course No: 15060
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature. Consequently, Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.</p>	
<p><u>Preliminary Course</u> Resource Management</p> <ul style="list-style-type: none"> • Basic concepts of resource management. Indicative course time: 20% <p>Individuals and Groups</p> <ul style="list-style-type: none"> • The individual's roles, relationships and tasks within and between groups. Indicative course time: 40% <p>Families and Communities</p> <ul style="list-style-type: none"> • Family structures and functions, and the interaction between family and community. Indicative course time: 40% <p><u>HSC Course</u> Research Methodology Research methodology and skills culminating in the production of an Independent Research Project Indicative course time: 25%</p> <p>Groups in Context The characteristics and needs of specific community groups. Indicative course time: 25%</p> <p>Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society Indicative course time: 25%</p> <p>HSC Option Modules Select one of the following. Indicative course time: 25%</p> <p>Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan.</p> <p>Social Impact of Technology The impact of evolving technologies on individuals and lifestyle.</p> <p>Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments.</p>	
<p>Particular Course Requirements Community and Family Studies provides a context within which to develop general competencies essential for the acquisition of skills that will enable students to contribute effectively to their community. Key competencies are embedded in the Community and Family Studies Stage 6 Syllabus to enhance student learning.</p>	

Course: Design and Technology	Course No: 15080
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.</p> <p>The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. A case study of an innovation is also required with students identifying the factors underlying the success of the innovation, analyse associated ethical issues and discuss its impact on Australian society.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>Involves both theory and practical work in Designing and Producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.</p> <p>HSC Course</p> <p>Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses 3 key areas: project proposal and project management, project development and realisation, and project evaluation.</p>	
<p>Particular Course Requirements</p> <p>In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of 2 design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.</p> <p>In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.</p>	

Course: Engineering Studies	Course No: 15120
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.</p>	
<p>The <i>Engineering Studies Stage 6 Syllabus</i> is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team.</p> <p>The <i>Engineering Studies Stage 6 Syllabus</i> is unique in that it develops knowledge and understanding of the profession of engineering. It also provides an opportunity to integrate the science and mathematics disciplines with societal development and change. The syllabus is inclusive of the needs, interests and aspirations of all students and provides opportunities and challenges to deal with engineering concepts.</p> <p>In the Preliminary Course students will learn to understand the significance of an Engineering Report and then develop an Engineering Report. Students are first required to produce a component of an Engineering Report in Engineering application module 3, Braking systems, before producing a complete Engineering Report in Engineering focus module 4, Biomedical engineering.</p> <p>In the HSC Course students must produce one Engineering Report from either of the two Engineering application modules of Civil structures or Personal and public transport, and one from either of the two engineering focus modules of Aeronautical engineering or Telecommunications engineering.</p>	

Course: Food Technology	Course No: 15180
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>	
<p>Main Topics Covered Preliminary Course</p> <ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) <p>HSC Course</p> <ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%) 	
<p>Particular Course Requirements</p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>	

Course: Information Processes and Technology	Course No: 15210
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Computing Applications CEC
<p>Course Description Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the technology that allows them to take place. Students will study areas where processing information has been vital such as business and e-commerce as well as in emerging fields such as music, the arts, science and technology and multimedia. Social, ethical and non-computer procedures resulting from the processes are considered. Through project work, students will create their own information system to meet an identified need.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course Introduction to Information Skills and Systems (20%) Tools for Information Processes (50%) Developing Information Systems (30%)</p> <p>HSC Course Project Management (20%) Information Systems and Databases (20%) Communication Systems (20%) Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.</p>	
<p>Particular Course Requirements There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. 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.</p>	

Course: Software Design and Development	Course No: 15360
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Computing Applications CEC
<p>Course Description</p> <p>The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.</p> <p>The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> • Concepts and Issues in the Design and Development of Software (30%) <ul style="list-style-type: none"> - Social and ethical issues - Hardware and software - Software development approaches • Introduction to Software Development (50%) <ul style="list-style-type: none"> - Defining and understanding the problem - Planning and designing software solutions - Implementing software solutions - Testing and evaluating software solutions - Maintaining software solutions • Developing software solutions (20%) 	<p>HSC Course</p> <ul style="list-style-type: none"> • Development and Impact of Software Solutions (15%) <ul style="list-style-type: none"> - Social and ethical issues - Application of software development approaches • Software Development Cycle (40%) <ul style="list-style-type: none"> - Defining and understanding the problem - Planning and design of software solutions - Implementing software solutions - Testing and evaluating software solutions - Maintaining software solutions • Developing a Solution Package (25%) • Options (20%) Study one of the following options: <ul style="list-style-type: none"> - Programming paradigms or <ul style="list-style-type: none"> - The interrelationship between software and hardware
<p>Particular Course Requirements There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.</p> <p>It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.</p>	

Course: Textiles and Design	Course No: 15390
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Fashion and Textiles TVET CEC 43480 Fashion Design and Technology TVET CEC 41016
<p>Course Description</p> <p>The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%). <p>HSC Course</p> <ul style="list-style-type: none"> • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%). 	
<p>Particular Course Requirements</p> <p>In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p> <p>In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p>	

School Delivered Vocational Education and Training (SVET)

<i>KLA</i>	<i>Subject</i>	<i>Preliminary & HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Category</i>
TAS	Construction			B
TAS	Hospitality Kitchen Operations Stream	2 units x 2 years <input type="checkbox"/>		B
TAS	Hospitality Kitchen Operations (off line)	4 units x 1 year <input type="checkbox"/>		B
PDHPE	Sport Coaching			CEC



Course: Construction (240 indicative hours) Board Developed Course Number: 26201	Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)		
The CPC20122 Certificate II in Construction Pathways is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the CPC08 Construction, Plumbing and Services Training Package (Release 9.4) (https://training.gov.au/Training/Details/CPC08). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
CPC20122 Certificate II in Construction Pathways	Units of Competency		
6 Core CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry CPCCCM1012A Work effectively and sustainably in the construction industry CPCCCM1013A Plan and organise work CPCCCM1013A Conduct workplace communication CPCCCM1015A Carry out measurements and calculations CPCCCM2001A Read and interpret plans and specifications 6 Electives CPCCCA2002B Use carpentry tools and equipment-Group B	6 Electives (cont.) CPCCCA2011A Handle carpentry materials-Group B CPCCCM2006B Apply basic levelling procedures-Group H CPCCCO2013A Carry out concreting to simple forms-Group H CPCCJN2001A Assemble components-Group F CPCCJN2002B Prepare for offsite manufacturing processes-Group F Additional units required to attain an HSC credential in this course CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground CPCCCM2005B Use construction tools and equipment #CPCCWHS1001 Prepare to work safely in the construction industry		
#Successful completion CPCCWHS1001 Prepare to work safely in the construction industry will lead to a General Construction Induction Card (White Card) issued by SafeWork NSW. This is a legal requirement before entering a construction site across Australia.			
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry			
Skills gained in this course transfer to other occupations. Working in the construction industry involves:			
<ul style="list-style-type: none"> ▪ communication 	<ul style="list-style-type: none"> ▪ problem-solving 	<ul style="list-style-type: none"> ▪ teamwork 	<ul style="list-style-type: none"> ▪ initiative and enterprise
Examples of occupations in the construction industry			
<ul style="list-style-type: none"> ▪ Builder 	<ul style="list-style-type: none"> ▪ shopfitter and joiner 	<ul style="list-style-type: none"> ▪ bricklayer 	
Mandatory course requirements to attain an HSC credential in this course			
Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements			
To enrol in CPC20122 Certificate II in Construction Pathways , students require the physical ability to safely carry out manual activities such as lifting, carrying and shifting loads of materials and climbing, use construction tools and equipment and safely work with a variety of construction materials. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes			
The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$200 includes Whitecard			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			



Hospitality – Kitchen Operations Course Descriptor

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: SIT 20416 Certificate II in Kitchen Operations

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

Course: Hospitality (240 indicative hours) Board Developed Course Number: 26511		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The SIT 20416 Certificate II in Kitchen Operations is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 1.1) (https://training.gov.au/Training/Details/SIT). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
SIT 20416 Certificate II in Kitchen Operations		Units of Competency	
8 Core BSBWOR203 Work effectively with others SITXWHS001 Participate in safe work practices SITHCCC001 Use food preparation equipment SITHCCC005 Prepare dishes using basic methods of cookery SITHCCC011 Use cookery skills effectively SITHKOP001 Clean kitchen premises and equipment SITXFSA001 Use hygienic practices for food safety SITXINV002 Maintain the quality of perishable items		5 Electives SITHIND002 Source and use information on the hospitality industry SITXFSA002 Participate in safe food handling practices SITHCCC003 Prepare and present sandwiches SITHCCC002 Prepare and present simple dishes SITHCCC006 Prepare appetisers and salads Additional units required to attain an HSC credential in this course BSBSUS201 Participate in environmentally sustainable work practices	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
<ul style="list-style-type: none"> Supporting and working with colleagues to meet goals and working in a team 		<ul style="list-style-type: none"> Preparing menus, managing resources, preparing, cooking food and menus items 	
Examples of occupations in the Hospitality Industry			
<ul style="list-style-type: none"> Breakfast cook Catering assistant 		<ul style="list-style-type: none"> Fast food cook Sandwich hand Takeaway food cook Trainee chef 	
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in SIT 20416 Certificate II in Kitchen Operations , students should be interested in working in a hospitality environment preparing and plating food to customers. They should be able to lift and carry equipment and use hand held and larger commercial kitchen equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$200 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship and apprenticeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			



Sport Coaching Course Descriptor

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: SIS20513 Certificate II in Sport Coaching

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

Course: Sport Coaching (240 indicative hours) Board Endorsed Course Number: 50402	Total of 4 units of credit – Preliminary and/or HSC
The SIS20513 Certificate II in Sport Coaching is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.	
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIS10 Sport, Fitness and Recreation Training Package (Release 3.1) (https://training.gov.au/Training/Details/SIS10). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.	
SIS20513 Certificate II in Sport Coaching	Units of Competency
<p>8 Core (Attempt All Units)</p> <p>BSBWOR202A Organise and complete daily work activities HLTAID003 Provide first aid (to be delivered by an external RTO) SISSCO101 Develop and update knowledge of coaching practices SISSCO202 Coach beginner or novice participants to develop fundamental motor skills SISSDE201 Communicate effectively with others in a sport environment SISXCAI102A Assist in preparing and conducting sport and recreation sessions</p>	<p>SISXIND211 Develop and update sport, fitness and recreation industry knowledge SISXWHS101 Follow work health and safety policies</p> <p>5 Electives (Attempt All Units)</p> <p>SISSSPT201A Implement sports injury prevention SISXCAI101A Provide equipment for activities ICPDMT263 Access and use the Internet SISSSPT303A Conduct basic warm-up and cool-down programs SISSSOF101 Develop and update officiating knowledge</p>
<p>Specialisation (Choose ONE specialisation group ONLY)</p> <p>Basketball SISSBSB201A Teach fundamental basketball skills SISSBSB202A Teach fundamental basketball tactics and game strategy SISSBSB205 Interpret and apply the rules of basketball</p> <p>Athletics SISSATH201A Teach the fundamental skills of athletics SISSSOF203 Judge competitive situations</p>	<p>Netball SISSNTB204A Teach foundation netball skills SISSNTB203A Participate in conditioning for netball</p> <p>Rugby League SISSRGL204A Teach the skills of Rugby League for modified games SISSRGL203A Participate in conditioning for Rugby League</p>
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.	
Pathways to Industry	
Skills gained in this course transfer to other occupations. Working in the sport industry involves:	
<ul style="list-style-type: none"> ▪ assisting coaching sport ▪ application of sports and competition rules 	<ul style="list-style-type: none"> ▪ teaching basic sports skills ▪ organising and completing daily tasks
Examples of occupations in the Sport Industry	
<ul style="list-style-type: none"> ▪ sports trainer or coach ▪ sports official 	<ul style="list-style-type: none"> ▪ athletic support worker ▪ administration officer
<p>Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 35 hours work placement over two years to practise and extend their learning.</p>	
<p>Admission Requirements To enrol in SIS20513 Certificate II in Sport Coaching, students will be required to work in teams and perform under supervision or independently in a sporting environment or school. Students must be aware that they will need to have the physical ability to participate in the practical skills required for the course, and play a variety of sports and be able to demonstrate sports skills to junior players. These are inherent skill requirements for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.</p>	
<p>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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.</p> <p>Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.</p>	
<p>Course consumables: \$200 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i></p>	
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.	
Exclusions: VET course exclusions can be confirmed with the school.	

External VET Delivered Courses

***Board Endorsed Non Framework
Courses or Content Endorsed Courses***

**EXTERNALLY DELIVERED
HSC VOCATIONAL EDUCATION & TRAINING COURSES
HSC VET 2020**

Vocational Education & Training (VET) courses can be school delivered (SVET) or externally delivered. All VET courses count towards the HSC and some count towards the ATAR. **Externally delivered** VET courses allow students to commence training for a career while still at school and attempting their HSC in Year 11 and 12. Attendance is usually one afternoon per week on Tuesday between 2-6 pm. The VET courses are completed at various places. Travel times will need to be taken into account when planning to attend VET and students need to sign out from school when leaving for VET. Buses leave at 12.30 pm and 1.30 pm.

There are a number of types of external VET courses:

INDUSTRY CURRICULUM FRAMEWORK (ICF) COURSES DELIVERED BY VET PROVIDER

- These are for Year 11 and/or Year 12 students, but are usually commenced in Year 11 and studied for two years (240 hours) so that students can gain an industry - recognised Australian Qualifications Framework (AQF) Certificate level II as well as their HSC.
- Each year of study counts as 2 units.
- The courses are studied for two years and may count towards the ATAR if the student completes the units and sits the final HSC exam.
- An ICF consists of a number of competencies and successful completion of all competencies will gain the student a Certificate II.
- If the course is studied for one year the student obtains a statement of attainment which states that competencies have been gained and credit is given towards the qualification, which can be completed at a later date.
- Upon completion of Certificate II it may articulate to Certificate III or IV.
- There is a mandatory 35 hour work placement each year.

BOARD ENDORSED NON FRAMEWORK COURSES OR CONTENT ENDORSED COURSES

- Courses can be done in Year 11 or 12. They are usually studied for one year.
- They comprise 2 units for each year of study.
- They do not count towards the ATAR but they do count towards the HSC.
- There is usually no work placement.
- A Record of Attainment is obtained.

EXTERNALLY DELIVERED VET COURSES FOR 2020

The list of available VET courses is attached. Please see Careers Adviser in Terms 3 and 4 to apply online. Students still need to select 12 units at school in case the chosen course does not run.

Note: **Course availability is subject to demand.** Course outlines are available from the Careers Adviser.



WHAT IS TAFE DELIVERED VOCATIONAL AND EDUCATIONAL TRAINING (TVET)?

While studying for your Higher School Certificate, consider getting a head-start on the road to your future career and pick up important life skills on the way.

TVET Courses are a great study option during Year 11 and/or Year 12 because they allow you to:

- Complete NESA units that count towards your HSC
- Gain practical skills that will make you job-ready
- Experience an adult learning environment
- Start or complete a nationally recognised TAFE NSW qualification at the same time as you do your HSC
- Choose from courses that are not offered at school.



BOARD DEVELOPED COURSES - INDUSTRY CURRICULUM FRAMEWORK

Give you credit towards the HSC and may count towards an ATAR if you complete the 240 hour course, mandatory Work Placement and undertake the optional HSC exam (NESA).

BOARD ENDORSED COURSES (SEE OVER)

Endorsed by the NESA and can count towards the units for the Preliminary/HSC but do not contribute to an ATAR.

Please note that courses and their availabilities are subject to change and the information provided was correct at the time of printing. Contact your local TVET office to ensure your chosen course is running at the desired location.

BOARD DEVELOPED COURSES

Course Name	Code	ATAR	LOCATION													
			Enmore	Randwick	St George	Gymea	Loftus	Ultimo	Bradfield	Hornsby	Meadowbank	Northern Beaches	Ryde	St Leonards		
Automotive - Vehicle Mechanical	AUR20716	✓						•		•		•				
Automotive - Vehicle Body	AUR20712	✓						•								
Business Services	BSB20115	✓							•	•						
Business Services	BSB30115	✓			•			•								
Construction - Pathways	CPC20115	✓	•		•					•	•	•				
Electrotechnology - Career Start	UEE22011	✓			•	•		•		•	•	•				
Electrotechnology - Computer Assembly and Repair	UEE20511	✓						•								
Entertainment Industry	CUA30415	✓		•					•							
Financial Services - Accounts Administration	FNS30315	✓			•			•		•	•	•			•	
Hospitality - Food and Beverage	SIT20316	✓												•	•	
Hospitality - Kitchen Operations	SIT20416	✓						•					•			
Human Services - Health Services Assistance	HLT33115	✓		•	•			•				•	•			•
Information and Digital Technology - Digital Animation	ICT30115	✓														•
Information and Digital Technology - Digital Animation/Games Development	ICT30115	✓														•
Information and Digital Technology - Networking and Hardware	ICT30115	✓							•			•	•			
Information and Digital Technology - Web and Software applications	ICT30115	✓							•		•	•	•			
Metal and Engineering	MEM10105	✓											•			
Primary Industries - Horticulture	AHC20416	✓														•
Retail Services	SIR20216	✓				•		•								
Tourism, Travel and Events - Events	SIT30516	✓					•	•		•		•	•			
Tourism, Travel and Events - Tourism	SIT30116	✓					•	•		•		•	•			

FOR MORE INFORMATION CONTACT

Enmore, Randwick, St George, Gymea, Loftus, Ultimo:

E si.tvetinfo@tafensw.edu.au
P 9710 5934 or 9710 5936

Bradfield, Hornsby, Meadowbank, Northern Beaches, Ryde, St Leonards:

E nsi.tvet@tafensw.edu.au | P 02 9941 5259

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BOARD ENDORSED COURSES			Enmore	Randwick	St George	Gymea	Loftus	Ultimo	Bradfield	Hornsby	Meadowbank	Northern Beaches	Ryde	St Leonards
Course Name	Code	ATAR	LOCATION											
Animal Studies	ACM20117							*						
Applied Fashion Design and Technology	MST20616				*			*	*					
Baking Retail	FD30710					*	*							
Beauty Services - Make-up	SHB30215				*	*								
Children's Services - Early Childhood Education and Care	CHC30113		*		*									
Community Dance, Theatre and Events	CUA30213							*						
Community Services - Introduction to Children's Services	CHC22015							*	*	*	*	*	*	*
Community Services - Welfare	CHC32015					*	*	*	*	*	*	*	*	*
Construction - Wall and Floor Tiling	GPC20211		*											
Dental Assisting	HLT35015		*											
Design Fundamentals	CUA30715							*	*					
Design Fundamentals - 3D Animation and Visual Effects	CUA30715		*											
Design Fundamentals - Digital and Graphic Design	CUA30715		*	*										
Design Fundamentals - Drawing and Illustration	CUA30715		*											
Design Fundamentals - Fashion Design	CUA30715			*		*	*	*						
Design Fundamentals - Interior Design	CUA30715		*											
Design Fundamentals - Jewellery Design	CUA30715		*											
Design Fundamentals - Multidisciplinary Design	CUA30715		*											
Design Fundamentals - Production Design (Film, Theatre and Events)	CUA30715		*											
Fitness	SIS30315		*	*		*								
Floristry	SFL20115						*							
Furniture Making	MSF20313								*					
Hair and Beauty Services - Retail Cosmetics	SHB20116								*	*	*	*	*	*
Hair and Beauty Services - Salon Assistant	SHB20216				*	*		*	*	*	*	*	*	*
Laboratory Skills - Introduction to Forensics	MSL30116						*							
Maritime Operations Coastal Coxswain	MAR20313						*							
Music Industry - Introduction	CUA30915							*						
Music Industry - Introduction	CUA20615						*							
Outdoor Recreation	SIS20213					*								
Plumbing	GPC32413		*	*	*					*	*	*	*	*
Property Services (Agency)	CPP30211			*		*	*	*	*	*	*	*	*	*
Screen and Media - 3D Games Artistry	CUA31015		*					*	*	*	*	*	*	*
Screen and Media - Radio Journalism	CUA31015						*	*	*	*	*	*	*	*
Screen and Media - Film and Television	CUA31015		*			*	*	*	*	*	*	*	*	*
Screen and Media - Creative Industries	CUA20215								*	*	*	*	*	*
Skills for Work and Vocational Pathways - Business and Retail	FSK20113								*	*	*	*	*	*
Skills for Work and Vocational Pathways - Horticulture	FSK20113											*	*	*
Skills for Work and Vocational Pathways - Hospitality	FSK20113									*	*	*	*	*
Sport, Fitness and Recreation	SIS20115									*	*	*	*	*
Visual Arts - Concept Art	CUA31115		*											
Visual Arts - Creative Arts	CUA31115		*											
Visual Arts and Contemporary Crafts - Photography	CUA31115			*		*	*	*	*	*	*	*	*	*

See your Careers Advisor regarding applications for ALL TVET Courses.



Kickstart your Career

School Based Apprenticeships & Traineeships can be done as part of your HSC!!!

GET A HEAD
START WITH
YOUR CAREER

COMBINE
SCHOOL,
TRAINING
& WORK

EARN A
TRAINING
WAGE

School Based Apprenticeships and Traineeships are work based training programs that combine structured training with paid work.

There are many different career areas to choose from such as Carpentry, Business, Plumbing, Real Estate, Hairdressing, Animal Care, Retail, Tourism, Electro-technology, Automotive, Fashion Design & many, many more.

School Based Apprenticeships and Traineeships count for a minimum of 4 and a maximum of 10 HSC units over 2 years.

School Based Apprenticeship

- ✓ 5 year program - 2 years at school and 3 years post school
- ✓ Certificate III/ IV Qualification
- ✓ Paid work 100 – 180 days minimum

School Based Traineeship

- ✓ 2 year program - years 11 & 12
- ✓ Certificate II/ III/ IV
- ✓ Paid Work 100 - 130 days minimum
- ✓ Financial Incentives



Education & Communities

For further information go to www.sbatinnsw.info or contact your School Careers Adviser or Vocational Education Consultant & School Based Apprenticeship & Traineeship Coordinator on 9941 3000.

SUBJECT PRESENTATION SESSIONS

<i>KLA</i>	<i>Subjects</i>	<i>Next steps: What steps do I take within the next 48 hours to ensure I am closer to making a decision?</i>
<i>SCIENCE</i>	Biology	
	Chemistry	
	Earth and Environmental Studies	
	Investigating Science	
	Physics	
<i>CREATIVE ARTS</i>	Music	
	Visual Arts	
<i>HSIE</i>	Ancient History	
	Business Studies	
	Economics	
	Geography	
	Legal Studies	
	Modern History	
	Society and Culture	
<i>LOTE</i>	Japanese - Beginners - Continuers	
	Chinese - Beginners - Continuers - Heritage Speakers - Background Speakers	
	Italian - Beginners	
	Spanish - Beginners - Continuers	
	Info on NSW School of Languages/ Saturday School	

<i>KLA</i>	<i>Subjects</i>	<i>Next steps: What steps do I take within the next 48 hours to ensure I am closer to making a decision?</i>
<i>MATHEMATICS</i>	Mathematics Mathematics Standard 2 and Standard 1 in 2021 Mathematics Extension 1 and Mathematics Extension 2 in 2021,	
<i>PDHPE and ENGLISH + DRAMA</i>	PD,Health,PE	
	VET Sport Coaching	
	English EALD/Studies/Standard/Advanced.	
	Drama	
<i>TAS</i>	Industrial Technology	
	Engineering Studies	
	Design & Technology	
	Community & Family Studies	
	Food Technology	
	Textiles and Design	
	Software Design & Development	
	Information Processes and Technology	
	VET Construction	
	VET Hospitality - Kitchen Operations	