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# ***YEAR 11 SUBJECT SELECTION HANDBOOK***

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*An Information Booklet for Students*






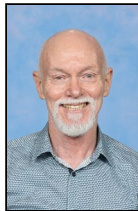



**STAGE 6**  
**Preliminary Course 2024**  
**HSC Course 2025**

May 2023

Please visit this website for Subject Details  
<https://sites.google.com/education.nsw.gov.au/sihs11subjectselection/home>

<b>TIMELINE FOR SUBJECT SELECTION</b>
<p><b>Week 5, Term 2</b></p> <ul style="list-style-type: none"> <li>Students and parents will be emailed a PDF of their subject selection booklet. The booklet provides students with a brief outline of each course on offer.</li> </ul> <p><b>Subject Selection Website</b></p> <ul style="list-style-type: none"> <li>Students can access a range of materials to assist them with the subject selection process.</li> </ul>
<p><b>Week 5, Term 2 – Friday 26 May – Student Subject Talks</b></p> <ul style="list-style-type: none"> <li>Roll Call in the hall – Overview of subject selection and the day</li> <li>During periods 1-3-5 on Friday 26 May, students will move around the school in their roll classes and will hear from subject teachers across KLAs. The aim of these sessions is to provide an insight into what one might expect in each particular course.</li> <li>Students will also complete a subject selection survey, which will be accessed by our subject coaches when discussing course options for students.</li> <li>Students will register for coaching via school interviews</li> </ul>
<p><b>Week 6, Term 2 – Monday 29 May – Parent and Student Information Evening</b> 6.00 – 8.00pm in the School Hall The evening will cover:</p> <ul style="list-style-type: none"> <li>What are the options when choosing my pattern of study?</li> <li>What should I keep in mind when choosing my courses?</li> <li>What tips can be passed on from two of our current Year 12 students?</li> <li>What questions do I have for our Heads of Department?</li> </ul>
<p><b>Week 6, Term 2 – Monday 29 May to Wednesday 1 June</b></p> <ul style="list-style-type: none"> <li>Mock subject selection</li> </ul>
<p><b>Week 6-7, Term 2 – Wednesday 29 May to Thursday 8 June</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>Week 7- 8, Term 2 – Thursday 8 June to Tuesday 13 June</b></p> <ul style="list-style-type: none"> <li>Students will make their course selections and submit via the Edval code emailed to them.</li> </ul>

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

<b>HEAD TEACHERS</b>				
<b>CREATIVE ARTS</b>	<b>DRAMA</b>	<b>ENGLISH</b>	<b>HSIE</b>	<b>LOTE / SUPPORT</b>
				
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<b>MATHEMATICS</b>	<b>PDHPE</b>	<b>SCIENCE</b>	<b>TAS</b>	
				
Stewart Mitchell <a href="mailto:stewart.mitchell@det.nsw.edu.au">stewart.mitchell@det.nsw.edu.au</a>	Aaron Leggatt (Rel) <a href="mailto:aaron.leggatt2@det.nsw.edu.au">aaron.leggatt2@det.nsw.edu.au</a>	Tim Smith (Rel) <a href="mailto:tim.smith58@det.nsw.edu.au">tim.smith58@det.nsw.edu.au</a>	Johanne Doherty <a href="mailto:johanne.doherty@det.nsw.edu.au">johanne.doherty@det.nsw.edu.au</a>	

Subject Selection Taste Tester lessons  
FRIDAY 26 MAY 2023 – Periods 1,3 & 5

25 minute subject briefing sessions

	Session times	TAS		CAPA PDHPE		LOTE		ENGLISH + DRAMA+ MATHS		SCIENCE		HSIE	
		Group	Room	Group	Room	Group	Room	Group	Room	Group	Room	Group	Room
Period 1	1 (9:15-9:45)	1	MFS	2	D17	3	E12	4	Hall	5	D15	6	D18
	2 (9:45-10:15)	2	MFS	1	D17	4	E12	3	Hall	6	D15	5	D18
Period 3	3 (11:35-12:05)	3	MFS	4	D17	5	E12	6	Lib	1	D15	2	D18
	4 (12:05-12:35)	4	MFS	3	D17	6	E12	5	Lib	2	D15	1	D18
Period 5	5 (14:15-14:45)	5	MFS	6	D17	1	E12	2	Lib	3	D15	4	D18
	6 (14:45-15:15)	6	MFS	5	D17	2	E12	1	Lib	4	D15	3	D18

**Group 1 – 10EENT & 10EENX**

**Group 2 – 10EENV, 10EENE & 10ENHS**

**Group 3 – 10EENA**

**Group 4 – 10EENS**

**Group 5 – 10EENM**

**Group 6 – 10EENI & 10EENY**

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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. Some subjects may incur additional cost for textbooks. Teachers will advise students.

	\$
<b>Creative Arts</b>	
Music 1	30
Music 2	30
Visual Arts	88
<b>English</b>	
Drama	40
English – all courses	28
<b>Human Society &amp; Its Environment (HSIE)</b>	
Aboriginal Studies	20
Ancient History	20
Business Studies	20
Economics	20
Modern History	20
Legal Studies	20
Geography	20
Society and Culture	20
Studies of Religion	20
Work Studies (Textbook)	20 + 60
<b>Languages Other Than English (LOTE)</b>	
All Language courses includes online learning tool 'Education Perfect'	50
<b>Mathematics</b>	
All Mathematics courses	20
<b>Personal Development, Health &amp; Physical Education (PDHPE)</b>	
Community and Family Studies	20
PDHPE (includes Senior First Aid)	100
Sport, Lifestyle and Recreation	30
<b>Science</b>	
All Science courses	30
Technology fee for online learning 'Education Perfect'	50
<b>Technological &amp; Applied Studies (TAS)</b>	
Industrial Technology – Graphics	100
Industrial Technology – Timber	100
Industrial Technology – Multimedia	100
Engineering Studies	20
Food Technology	148
Enterprise Computing	60
Software Engineering	60
Textiles and Design	100
<b>School Delivered Vocation Education and Training (SVET)</b>	
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
<b>External Courses</b>	
TVET, Open High School, NSW School of 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 and Saturday School. This booklet contains some information about these options. For more details about TAFE courses, students should see Mr Holmes and Mr De Palo (Careers Advisers). For more information about Open High School and Saturday School, students should see Ms Su.

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 eg Sport Coaching.
- 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.



## 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.

## 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

Students will need to meet a **minimum standard of literacy and numeracy** to receive their Higher School Certificate.

- Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students 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.

**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**

Universities 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. VET Courses (if examined) can count in the calculation of the 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 or 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.
- 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.

Please review eligibility and rules at the following websites

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

<https://ace.nesa.nsw.edu.au/ace-8004>

### **Different universities have varying prerequisites and this can change from year to year.**

Eg. From 2020, University of Sydney course prerequisites changed. 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** Standard 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 URL

<https://www.sydney.edu.au/study/how-to-apply/undergraduate/mathematics-prerequisite.html>

As stated above 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. Refer to the Admission criteria on the UAC site at <https://www.uac.edu.au/>

### **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. Please speak to Mrs Regan if you have any questions about eligibility requirements.

### **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 detailed 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.

→ *Minimum Standards Achievement Certificate*

→ *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 NESA; 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 NESA 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, Society and Culture, Dance, Drama, 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.

### **Eligibility**

To be eligible for an ATAR, NSW students must satisfactorily complete at least 10 units of ATAR courses. In 2025, these ATAR courses must include:

- 10 units of Board Developed courses
- 2 units of English
- Three Board Developed courses of 2 units or greater
- Four subject areas.

# HSC COURSES OFFERED FOR STUDY AT ST IVES HIGH SCHOOL 2024/2025

*See course notes following this table for explanation of symbols*

<i>KLA</i>	<i>Subject</i>	<i>Preliminary &amp; HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Formal Exam</i>	<i>Optional Exam</i>
<i>Creative Arts</i>	Music	# Music 1 <input type="checkbox"/>	HSC Music Extension	Y	N
		Music 2 <sup>3</sup> <input type="checkbox"/>		Y	N
	Visual Arts	Visual Arts <input type="checkbox"/>		Y	N
<i>English</i>	Drama	Drama <input type="checkbox"/>		Y	N
	English	# English Standard <input type="checkbox"/>	Preliminary/HSC English Extension 1 HSC English Extension 2	Y	N
		English Advanced <input type="checkbox"/>		Y	N
		English Studies 2 Unit <input type="checkbox"/>		Y	Y
		EAL/D (formerly ESL) <input type="checkbox"/>	Y	N	
<i>HSIE</i>	Aboriginal Studies	Aboriginal Studies <input type="checkbox"/>		Y	N
	Ancient History	Ancient History <input type="checkbox"/>	HSC History Extension	Y	N
	Business Studies	Business Studies <input type="checkbox"/>		Y	N
	Economics	Economics <input type="checkbox"/>		Y	N
	Geography	Geography <input type="checkbox"/>		Y	N
	Legal Studies	Legal Studies <input type="checkbox"/>		Y	N
	Modern History	Modern History <input type="checkbox"/>	HSC History Extension <sup>1</sup>	Y	N
	Society and Culture	Society and Culture <input type="checkbox"/>		Y	N
	Studies of Religion	Studies of Religion <input type="checkbox"/>		Y	N
	Work Studies	*Work Studies <input type="checkbox"/>		N	*CEC (Non- ATAR)
<i>LOTE</i>	Chinese	Chinese Beginners <input type="checkbox"/>		Y	N
		Chinese Continuers <input type="checkbox"/>		Y	N
		Chinese in Context <input type="checkbox"/>		Y	N
		Chinese and Literature <input type="checkbox"/>		Y	N
	French	French Beginners <input type="checkbox"/>		Y	N
		Japanese	Japanese Beginners <input type="checkbox"/>		Y
	Japanese	Japanese Continuers <input type="checkbox"/>		Y	N
		Korean	Korean Beginners <input type="checkbox"/>		Y
	Korean Continuers <input type="checkbox"/>			Y	N
Korean in Context <input type="checkbox"/>			Y	N	
Persian	Persian Continuers <input type="checkbox"/>		Y	N	
Spanish	Spanish Beginners <input type="checkbox"/>		Y	N	

\* **CEC courses do NOT count towards an ATAR**

Continued...

<i>KLA</i>	<i>Subject</i>	<i>Preliminary &amp; HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Formal Exam</i>	<i>Optional Exam</i>
<i>Mathematics</i>	Mathematics	# Mathematics Standard 1 (2 units) <input type="checkbox"/> Mathematics Standard 2 (2 units) <input type="checkbox"/>	Mathematics Extension 1 <input type="checkbox"/> (1 unit plus 2 units of Mathematics Advanced)  Mathematics Extension 2 <input type="checkbox"/> (2 units of extension 2 plus 2 units of extension 1)	Y	Y
		Mathematics Advanced <input type="checkbox"/>		Y	N
				Y	N
				Y	N
<i>PDHPE</i>	Community and Family Studies	Community and Family Studies <input type="checkbox"/>		Y	N
	PDHPE	Personal Development, Health and Physical Education <input type="checkbox"/>		Y	N
	SLR	Sport, Lifestyle and Recreation <input type="checkbox"/>		N	CEC (Non-ATAR)
<i>Science</i>	Biology	Biology <sup>2</sup> <input type="checkbox"/>		Y	N
	Chemistry	Chemistry <sup>2</sup> <input type="checkbox"/>		Y	N
	Earth & Environmental Science	Earth & Environmental Science <sup>2</sup> <input type="checkbox"/>		Y	N
	Investigating Science	Investigating Science <sup>2</sup> <input type="checkbox"/>		Y	N
	Physics	Physics <sup>2</sup> <input type="checkbox"/>		Y	N
	Science Extension		Science Extension	Y	N
<i>TAS</i>	Industrial Technology	# Graphics Technologies <input type="checkbox"/> Multimedia Industries <input type="checkbox"/> Timber and Furniture Industries <input type="checkbox"/>		Y	N
				Y	N
				Y	N
	Engineering Studies	Engineering Studies <input type="checkbox"/>		Y	N
	Food Technology	Food Technology <input type="checkbox"/>		Y	N
	Enterprise Computing	Enterprise Computing <input type="checkbox"/>		Y	N
	Software Engineering	Software Engineering <input type="checkbox"/>		Y	N
Textiles and Design	Textiles and Design <input type="checkbox"/>	Y	N		

### SVET (School Delivered Vocation Education & Training)

<i>KLA</i>	<i>Subject</i>	<i>Preliminary &amp; HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Formal Exam</i>	<i>Optional Exam</i>
TAS	Construction			Y	Y
TAS	Hospitality Kitchen Operations	2 units x 2 years <input type="checkbox"/>		Y	Y
TAS	Hospitality Kitchen Operations (off line)	4 units x 1 year <input type="checkbox"/>		Y	Y
PDHPE	Sport Coaching			N	CEC (Non-ATAR)

**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). Vet Courses count towards the HSC or RoSA. These courses may have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

6. Students interested in studying a virtual vocational course should speak with Mr Holmes. These new industry focused courses will contribute to a students' HSC + ATAR, giving them in-demand skills for the workplace.

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



# Creative Arts

<i>KLA</i>	<i>Subject</i>	<i>Preliminary &amp; HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Formal Exam</i>	<i>Optional Exam</i>
<i>Creative Arts</i>	Music	# Music 1 Music 2 <sup>3</sup>	HSC Music Extension	Y Y	N N
	Visual Arts	Visual Arts		Y	N

**Course:** Music 1

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Music 2

**Course Description**

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

**Main Topics Covered**

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

**Particular Course Requirements**

**HSC course**

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

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESA to validate authorship of the submitted work.

**Course:** Music 2

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Music 1

**Course Description**

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

**Main Topics Covered**

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.

In the Preliminary course, the Mandatory Topic is Music 1600–1900.

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

**Particular Course Requirements**

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESA to validate authorship of the submitted work.

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

**Course:** HSC Music Extension

1 unit. At the end of the preliminary course students must be completing Music Course 2 to a very high standard to be eligible for the extension course which allows them to specialise in one of the following areas: Performance, Composition or Musicology.

**Course:** Visual Arts

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 &amp; HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Formal Exam</i>	<i>Optional Exam</i>
<i>English</i>	Drama	Drama		Y	N
	English	# English Standard <input type="checkbox"/> English Advanced <input type="checkbox"/>	Preliminary/HSC English Extension 1	Y	N
			HSC English Extension 2	Y	N
		English Studies (2U) <input type="checkbox"/> EAL/D (formerly ESL) <input type="checkbox"/>		Y Y	Y N

## 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, allowing for the development of key 21<sup>st</sup> Century skills such as: Creativity, critical thinking, collaboration and communication.

### Year 11 Course Structure and Requirements

		Component	Requirements
<b>Year 11 course</b> <b>(120 hours)</b>	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
<b>Year 12 course</b> <b>(120 hours)</b>	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
	<b>Optional:</b> 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 EXTENSION 2 YEAR 12 COURSE CONTENT

For the **English Extension 2 Year 12** course students are required to:

- be undertaking study of the Year 12 English Extension 1 course
- complete 60 indicative hours
- complete a Major Work and Reflection Statement
- document coursework in a Major Work Journal.

The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition.

### English Extension 2 Year 12 Course Structure and Requirements

	<b>English Extension 2</b>	<b>Indicative hours</b>
<b>Year 12 course (60 hours)</b>	The Composition Process Major Work Reflection Statement The Major Work Journal	60
<b>Text requirements</b>	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement	

## 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**. If you have studied in Australia since the beginning of year 6 or later you are eligible.

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"> <li>● prose fiction OR print non-fiction</li> <li>● poetry</li> <li>● drama OR film</li> </ul> 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)***

<b><i>KLA</i></b>	<b><i>Subject</i></b>	<b><i>Preliminary &amp; HSC Courses (2 Unit)</i></b>	<b><i>Extension Courses (1 Unit)</i></b>	<b><i>Formal Exam</i></b>	<b><i>Optional Exam</i></b>
<b><i>HSIE</i></b>	Aboriginal Studies	Aboriginal Studies (2 Unit) <input type="checkbox"/>	HSC History Extension	Y	N
	Ancient History	Ancient History (2 Unit) <input type="checkbox"/>	HSC History Extension	Y	N
	Business Studies	Business Studies (2 Unit) <input type="checkbox"/>		Y	N
	Economics	Economics (2 Unit) <input type="checkbox"/>		Y	N
	Geography	Geography (2 Unit) <input type="checkbox"/>		Y	N
	Legal Studies	Legal Studies (2 Unit) <input type="checkbox"/>		Y	N
	Modern History	Modern History (2 Unit) <input type="checkbox"/>	HSC History Extension <sup>1</sup>	Y	N
	Society and Culture	Society and Culture (2 Unit) <input type="checkbox"/>		Y	N
	Studies of Religion	Studies of Religion 2 (2 Unit) <input type="checkbox"/>		Y	N
	Work Studies	Work Studies <input type="checkbox"/>		N	<b>CEC (Non- ATAR)</b>

<b>Course:</b> Aboriginal Studies	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p>Aboriginal Studies develops students' knowledge and understanding about the historical and contemporary experiences of First Nations peoples and the concept of 'shared histories' with a view to enabling students to be active and informed citizens in promoting a just society for all Australians. Aboriginal Studies stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to the diversity of Australian and global indigenous cultures.</p> <p>Students learn about the diversity of Aboriginal societies and cross-cultural interaction between Aboriginal and non-Aboriginal Australians, past and present, using a process of social inquiry. They critically explore a wide range of political, social, historical, legal, and environmental issues from an intercultural perspective. They analyse Aboriginal Peoples' experiences in contemporary Australian society, using a range of approaches. These include comparative studies, investigating the experiences of both Indigenous communities elsewhere in the world and different cultural communities within Australia. The importance of ethical considerations in the investigation of cultural and social issues is emphasised.</p> <p>Understanding and valuing cultural diversity are key skills both for citizenship in contemporary multicultural Australia and for participation in an increasingly global community. The Aboriginal Studies ATAR course is intended to equip students with the knowledge, skills, and values to be active citizens at the local, national, and global levels. These skills are highly transferrable and highly valued in today's workplaces.</p>	
<p><b>Particular Course Requirements</b> Completion of Major Research Project.</p>	

<b>Year 11 course</b> Pre-contact to 1960s (120 hours)
Part I: Aboriginality and the Land (20% of course time)
Part II: Heritage and Identity (30% of course time)
Part III: International Indigenous Comparative Study (25% of course time)
Part IV: Research and Inquiry: Local Community Case Study <b>An aspect of the local community from pre-contact to the present</b> (25% of course time)

<b>Year 12 course</b> 1960s onwards (120 hours)
<p>Part I – Social Justice and Human Rights Issues  <b>A – Global Perspective</b> (20% of course time)  Global understanding of human rights and social justice  <b>B – Comparative Study</b> (30% of course time)  A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence.</p>
<p>Part II  (20% of indicative course time)  A case study of an Aboriginal community for each topic:  <b>A. Aboriginality and the Land</b>  The Land Rights movement and the recognition of native title  Government policies and legislation  Non-Aboriginal responses  <b>OR</b>  <b>B. Heritage and Identity</b>  Contemporary aspects of Aboriginal heritage and identity  Government policies and legislation  Non-Aboriginal responses.</p>
<p>Part III – Research and Inquiry Methods – Major Project (30% of course time)  A student's Major Research project on an aspect of the HSC course</p>

<b>Course:</b> Ancient History	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course description</b></p> <p>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.</p> <p>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.</p> <p>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.</p>	

<b>Year 11 course (120 hours)</b>	
<b>Ancient History</b>	<b>Indicative hours</b>
Investigating Ancient History <ul style="list-style-type: none"> <li>▪ The Nature of Ancient History</li> <li>▪ Case Studies</li> </ul> <i>Each case study should be a minimum of 10 indicative hours.</i>	60
Features of Ancient Societies	40
Historical Investigation	20
<b>Year 12 course (120 hours)</b>	
<b>Ancient History</b>	<b>Indicative hours</b>
Core Study: Cities of Vesuvius – Pompeii and Herculaneum	30
Ancient Societies	30
Personalities in their Times	30
Historical Periods	30

<b>Course:</b> Business Studies	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>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.</p> <p>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. By completing this course, students will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.</p> <p>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. In addition, a significant feature of Business Studies is its relevance to the full range of HSC students, as it provides useful knowledge and competencies for life.</p>	

<b>Year 11 course (120 hours)</b>	
<b>Business Studies</b>	<b>Indicative hours</b>
Nature of business– the role and nature of business	24
Business management– the nature and responsibilities of management	48
Business planning– establishing and planning a small to medium enterprise	48

<b>Year 12 course (120 hours)</b>	
<b>Business Studies</b>	<b>Indicative hours</b>
Operations– strategies for effective operations management	30
Marketing– development and implementation of successful marketing strategies	30
Finance – financial information in the planning and management of business	30
Human resources– human resource management and business performance	30

<b>Course:</b> Economics	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>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>Economics students are required to keep up-to-date with contemporary media articles related to national and international trade, interest rates, political and government influences on the economy and future directions of economic movement. Students spend time analysing government policies and budgets to determine their impact and implications on individuals, businesses and countries.</p>	

<b>Year 11 course (120 hours)</b>	
<b>Economics</b>	<b>Indicative hours</b>
Introduction to Economics – the nature of economics and the operation of an economy	12
Consumers and Business – the role of consumers and business in the economy	12
Markets – the role of markets, demand, supply and competition	24
Labour Markets – the workforce and role of labour in the economy	24
Financial Markets – the financial market in Australia including the share market	24
Government in the Economy – the role of government in the Australian economy	24

<b>Year 12 course (120 hours)</b>	
<b>Economics</b>	<b>Indicative hours</b>
The Global Economy – Features of the global economy and globalisation	30
Australia's Place in the Global Economy – Australia's trade and finance	30
Economic Issues – issues including growth, unemployment, inflation, wealth and management	30
Economic Policies and Management – the range of policies to manage the economy.	30



<b>Course:</b> Geography	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>Geography is an investigation of the world which provides an accurate description and interpretation of the varied characters of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental and human change and the interactions which take place in our world. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about current biological, political, environmental and social challenges facing the world. The HSC course enables students to investigate the character of places, the distribution of trends, people and data across space, biophysical processes and features, and dynamic relationships between humans and environments.</p> <p>Studies in both physical and human geography provide an important information base where students investigate why differences exist, the importance of problem solving and effective management, and how they may take an active role in shaping future society. Clarifying, analysing, acquiring and judging values and attitudes allows students to respond to geographical issues, questions and problems. Studying Geography Stage 6 prepares students for post-school studies and future employment, and for active participation as informed citizens.</p>	

<b>Year 11 course (120 hours)</b>	
<b>Geography</b>	<b>Indicative hours</b>
Biophysical Interactions – how environmental processes contribute to the earth's functioning and the sustainable management of this.	54
Global Challenges – geographical study of issues such as population, culture, politics and world development at a global scale	54
Senior Geography Project – a geographical study of student's own choosing	12

<b>Year 12 course (120 hours)</b>	
<b>Geography</b>	<b>Indicative hours</b>
Ecosystems at Risk – the functioning of ecosystems, their management and protection	40
Urban Places – the study of cities and urban dynamics	40
People and Economic Activity – the study of economic activity in a local and global context	40

<b>Course:</b> History Extension	
1 unit HSC Board Developed Course (Year 12 only)	<p><b>Exclusions:</b></p> <p>-Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.</p> <p>-Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.</p>
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	

<b>Year 12 course (60 hours)</b>	
<b>History Extension</b>	<b>Indicative hours</b>
Constructing History <ul style="list-style-type: none"> <li>▪ Key questions</li> <li>▪ Case Studies</li> </ul>	40
History Project	20

<b>Course:</b> Legal Studies	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></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>Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all.</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. Students are required to keep up-to-date with contemporary legal cases in the media and changing government legislation.</p>	

<b>Year 11 course (120 hours)</b>
<b>Legal Studies</b>
Part I – The Legal System (40% of course time)
Part II – The Individual and the Law (30% of course time)
Part III – The Law in Practice (30% of course time)
The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. <b>This section may be integrated with Part I and Part II.</b>
<b>Year 12 course (120 hours)</b>
<b>Legal Studies</b>
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) <b>Two</b> options are chosen from: <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Global environment and protection</li> <li>• Family</li> <li>• Indigenous peoples</li> <li>• Shelter Workplace</li> <li>• World order.</li> </ul>
Each topic's <b>themes and challenges</b> should be integrated into the study of the topic.

<b>Course:</b> Modern History	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>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.</p> <p>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.</p> <p>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.</p>	

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

<b>Year 12 course (120 hours)</b>	
<b>Modern History</b>	<b>Indicative hours</b>
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

<b>Course:</b> Society and Culture	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b> 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>Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology. Students are provided with essential concepts, skills, competencies and knowledge to encourage a process of independent thinking that can be used to explain patterns of behaviour, solve problems, and engage in and actively contribute to all levels of society.</p>	
<p><b>Particular Course Requirements</b> Completion of Personal Interest Project.</p>	

<b>Year 11 course (120 hours)</b>
<b>Society and Culture</b>
The Social and Cultural World – the interactions between persons and groups within societies (30% of course time)
Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings (40% of course time)
Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them (30% of course time)

<b>Year 12 course (120 hours)</b>
<b>Society and Culture</b>
<b>Core:</b> The Personal Interest Project (PIP) – an individual research project (30% of course time)
<b>Core:</b> Social and Cultural Continuity and Change (30% of course time)
<p><b>Depth Studies</b> Two to be chosen from (40% of course time):</p> <ul style="list-style-type: none"> <li>• Popular Culture – the interconnection between popular culture, society and the individual</li> <li>• Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity</li> <li>• Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures</li> <li>• Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours</li> </ul>

<b>Course:</b> Studies of Religion	
2 unit for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>More than 80% of the world's population adhere to some form of religion. According to the latest census data, nearly two-thirds of Australians reported that they were associated with some form of organised belief.</p> <p>What do they believe and why? This is what Studies of Religion seeks to explore.</p> <p>Over the course of the subject we will investigate the nature of religion and belief, the place and impact of religion in Australia and take an in depth study into three of the world's great religions – Buddhism, Christianity and Islam. In these Religious Tradition Studies, we will focus on the ways the religious traditions, as an integrated belief system, provide a distinctive answer to the enduring questions of human existence.</p> <p>In addition to the Tradition Studies, we will also investigate the connection between religion and peace and the emergence of modern religions and non-religion.</p> <p>Studies of Religion is not about converting or convincing you, but an examination which will prepare you to be a critical observer and informed citizen of the world around you.</p>	

<b>Year 11 course (120 hours)</b>	
<b>Studies of Religion</b>	<b>Indicative hours</b>
Nature of Religion and Beliefs	16
Religious Tradition Study 1 – Buddhism Foundations	22
Religious Tradition Study 2 – Christianity Foundations	22
Religious Tradition Study 3 – Islam Foundations	22
Religion of Ancient Origins	22
Religion and Belief Systems in Australia pre-1945	16

<b>Year 12 course (120 hours)</b>	
<b>Studies of Religion</b>	<b>Indicative hours</b>
Religion and Belief Systems in Australia post-1945	16
Religious Tradition Depth Study 1 – Buddhism Significant People & Ethics	22
Religious Tradition Depth Study 2 – Christianity Significant People & Ethics	22
Religious Tradition Depth Study 3 – Islamic Significant People & Ethics	22
Religion & Peace	22
Religion & Non-Religion	16

<b>Course:</b> Work Studies	<b>Non-ATAR</b>
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></p> <p>The successful transition of students from school to the workforce, further education and training is a major issue faced by Australian students, schools, employers and tertiary education organisations. The Work Studies syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment.</p> <p>The nature of work is constantly changing, reflecting related changes in society, technology and the economy, as well as through globalisation. The world of work and how individuals engage in work is being transformed. Students will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and obtain new experiences will be part of the future world of work.</p> <p>Work Studies is designed to encourage cooperative learning, flexible timelines and supportive feedback. It consistently promotes positive behaviours that lead to a successful transition to the workplace, further education and training and preparation for the future world of work.</p> <p>The development of workplace skills in Work Studies may occur in the context of class work, work placements, work experience, casual work, volunteer work, community projects, business competitions or participation in school and business links. In addition, the Work Studies course provides students with the opportunity to consolidate their learning and skills from their other subjects to assist a successful transition from school to work.</p> <p>This subject will incur an additional cost of \$60 for a textbook.</p>	

<b>Year 11 course (120 hours)</b>	
<b>Work Studies</b>	<b>Indicative hours</b>
<b>Core:</b> My working life	30
In the workplace	30
Preparing job applications	15
Experiencing work (work placement)	15
Workplace communication	30

<b>Year 12 course (120 hours)</b>	
<b>Work Studies</b>	<b>Indicative hours</b>
Managing work and life commitments	30
Personal finance	15
Workplace issues	30
Experiencing work	15
Self-employment	30
<b>Optional:</b> Teamwork and enterprise skills	15
<b>Optional:</b> Team enterprise project	15

# **Languages Other Than English (LOTE)**

<i>KLA</i>	<i>Subject</i>	<i>Preliminary &amp; HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Formal Exam</i>	<i>Optional Exam</i>
<i>LOTE</i>	Chinese	Chinese Beginners <input type="checkbox"/>		Y	N
		Chinese Continuers <input type="checkbox"/>		Y	N
		Chinese in Context <input type="checkbox"/>		Y	N
		Chinese Literature <input type="checkbox"/>		Y	N
	French	French Beginners <input type="checkbox"/>		Y	N
	Japanese	Japanese Beginners <input type="checkbox"/>	Japanese Continuers (Y12)	Y	N
Japanese Continuers <input type="checkbox"/>		Y		N	
Korean	Korean Beginners <input type="checkbox"/>	Korean Continuers (Y12)	Y	N	
	Korean Continuers <input type="checkbox"/>		Y	N	
	Korean in Context <input type="checkbox"/>		Y	N	
Persian	Persian Continuers <input type="checkbox"/>	Persian Continuers (Y12)	Y	N	
Spanish	Spanish Beginners <input type="checkbox"/>		Y	N	
	Languages through NSW School of Languages and / or Secondary College of Languages		Languages through NSW School of Languages and / or Secondary College of Languages	Y	N



## ELIGIBILITY CRITERIA

Courses	Target candidature	Eligibility criteria
[Language] Beginners	Students are learning the language as a second (or additional) language. Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language for 100 hours or less in Stage 4 or Stage 5.	<ul style="list-style-type: none"> <li>• Students have had no more than 100 hours' study of the language at the secondary level (or the equivalent).</li> <li>• Students have little or no previous knowledge of the language. For exchange students, a significant in-country experience (involving experiences such as homestay and attendance at school) of more than three months renders a student ineligible.</li> </ul>
[Language] Continuers <i>Where there are [Language] in Context and/or [Language] and Literature courses</i>	<p>Students are learning the language as a second (or additional) language. Students typically have studied the language for 200–400 hours at the commencement of Stage 6.</p> <p><i>(In languages where Extension courses are offered, the Extension courses are available to HSC Continuers course candidates only.)</i></p>	<ul style="list-style-type: none"> <li>• Students have had no more than one year's formal education from the first year of primary education (Year 1) in a school where the language is the medium of instruction.</li> <li>• Students have had no more than three years residency in the past 10 years in a country where the language is the medium of communication.</li> </ul>
[Language] in Context <i>Where there is a [Language] and Literature course</i>	Students typically have been brought up in a home where the language is used, and they have a connection to that culture. These students have some degree of understanding and knowledge of the language. They have received all or most of their formal education in schools where English (or another language different from the language of the course) is the medium of instruction. Students may have undertaken some study of the language in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where the language is the medium of instruction up to the age of 10.	<ul style="list-style-type: none"> <li>• Students have had no formal education in a school where the language is the medium of instruction beyond the year in which the student turns 10 years of age (typically Year 4 or 5 of primary education).</li> </ul>
[Language] and Literature	Students have a cultural and linguistic background in the language.	<ul style="list-style-type: none"> <li>▪ No eligibility criteria</li> </ul>

**Please see staff in Languages staffroom if you are unsure which level is relevant to you.**

**Course:** Chinese Beginners

2 units for each of Preliminary and HSC Board Developed Course

**Course Description**

The Chinese Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Chinese at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Chinese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

Chinese is the language of communication of approximately one quarter of the world's population. It is one of the official languages of the United Nations. Amongst the many spoken varieties of the language, Mandarin/Putonghua, or Modern Standard Chinese, is pre-eminent. Chinese is recognised as one of the fastest growing languages in New South Wales and has one of the largest groups of non-English background speakers in Australia.

The ability to communicate in Chinese contributes significantly to the sociocultural and economic understanding between Australia and Chinese-speaking countries and enables students to gain insights into the contributions that have been made by Chinese-speaking communities to Australian, and indeed to global, society.

The study of Chinese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

**Particular Course Requirements:** Students should have no / limited prior exposure to the language (ie. may only have studied it in Year 7 or 8)

**Strict eligibility rules apply to the study of this subject.** Check with your teacher or refer to NESAs's *Languages courses Eligibility Criteria*.  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/eligibility>

**Course:** Chinese Continuers

2 units for each of Preliminary and HSC Board Developed Course

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

**Particular Course Requirements:** Students should have no / limited prior exposure to the language (ie. may only have studied it in Year 7 or 8)

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

**Course:** Chinese in Context

2 units for each of Preliminary and HSC Board Developed Course

**Course Description**

This Chinese in Context course enables students to strengthen their personal connections to their heritage, including a mature and positive appreciation of their heritage language and culture. It will enhance the development of their bilingual and bicultural identity.

The course allows students to build on and further develop their language capability through engagement with Chinese-speaking communities, locally and overseas, and through the study of contemporary texts and issues. These experiences will provide students with a level of language proficiency that will enable them to undertake further study and operate effectively in a range of local, regional and global contexts.

**Particular Course Requirements:** Students should be background speakers of Chinese.

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

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/eligibility>

**Course:** Chinese and Literature

2 units for each of Preliminary and HSC Board Developed Course

### **Course Description**

The Chinese and Literature Syllabus is designed for students with a cultural and linguistic background in Chinese. The study develops an understanding of how attitudes and values are shaped within both Chinese-speaking and Australian communities.

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.

In the HSC course students will extend and refine their communication skills in Chinese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

### **Main Topics Covered**

The prescribed topics should be studied from two interdependent perspectives:

- the personal world
- the Chinese-speaking communities.

The two perspectives will enable students to develop knowledge and understanding of and skills in the Chinese language, linked to cultural values, attitudes and practices.

The perspective, the personal world, will enable students to use Chinese to express and share ideas about experiences and activities relating to daily life and transactions in their own world.

The perspective, the Chinese-speaking communities, will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where Chinese is spoken.

The prescribed topics provide an organisational focus so that tasks can be presented as a series of related learning experiences in cohesive contexts.

**Particular Course Prerequisite:** A cultural and/or linguistic background in [Language] is assumed.

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

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/eligibility>

**Course:** French Beginners

2 units for each of Preliminary and HSC Board Developed Course

**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 French. Topics studied through two interdependent perspectives, *the personal world* and *the French-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:** Students should have no/ limited prior exposure to the language (ie. May only have studied in Year 7 or 8)

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

**Course:** Japanese Beginners

2 units for each of Preliminary and HSC

Board Developed Course

**Course Description**

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

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

**Main Topics Covered**

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

**Particular Course Requirements:** Students should have no / limited prior exposure to the language (ie. may only have studied it in Year 7 or 8)

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

**Course:** Japanese Continuers

2 units for each of Preliminary and HSC Board Developed Course

**Prerequisites:** Stage 5 Japanese or equivalent knowledge is assumed.

**Course Description**

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

**Prescribed Themes**

- The individual

**Mandatory Topics**

- Personal world
- Daily life
- Leisure
- Future plans

- The Japanese-speaking communities

- Travelling in Japan
- Living in Japan
- Cultural life

- The changing world

- The world of work
- Current issues

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying the culture of Japanese-speaking communities through texts.

**Particular Course Requirements:** Students should have studied this course in Years 9 & 10 and should NOT have any background in the language at home or any extensive use of it in the wider community.

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

**Course:** Korean Beginners

2 units for each of Preliminary and HSC Board Developed Course

**Course Description**

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

**Particular Course Requirements:** Students should have no / limited prior exposure to the language (ie. may only have studied it in Year 7 or 8)

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

**Course:** Korean Continuers

2 units for each of Preliminary and HSC Board Developed Course

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

**Particular Course Requirements:** Students should have no / limited prior exposure to the language (ie. may only have studied it in Year 7 or 8)

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



**Course:** Korean in Context

2 units for each of Preliminary and HSC Board Developed Course

**Course Description**

**Formerly called Heritage Korean Stage 6 Syllabus**

This course focuses on the study of Issues. Students' intercultural and linguistic skills, knowledge and understanding of Korean will be developed through a range of texts related to the Issues, viewed from one or more of the three Perspectives (Personal, Community and International) and drawn from one or more of the three Contexts (Social and Community Settings, Contemporary Literature and the Arts, and Media). Students explore in depth an area of interest related to one of the Issues through the Personal Investigation.

**Particular Course Requirements:** Students should be background speakers of Korean.

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

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/eligibility>

**Course:** Persian Continuers

2 units for each of Preliminary and HSC Board Developed Course

The Persian Continuers syllabus is part of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL).

This course provides opportunities for students to develop their language skills, knowledge and understanding of Persian. The course explores the interrelationship between language and culture and encourages students to consider a range of concepts and topics from different perspectives within the Australian context for learning. Students deepen their insight into the culture and language of Persian-speaking communities through tasks associated with a range of texts and text types.

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

**Course:** Spanish Beginners

2 units for each of Preliminary and HSC Board Developed Course

**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:** Students should have no / limited prior exposure to the language (ie. may only have studied it in Year 7 or 8)

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

**STAGE 6 LANGUAGES THROUGH  
THE NSW SCHOOL OF LANGUAGES**

AND

**THE SECONDARY COLLEGE OF LANGUAGES  
THE NSW SCHOOL OF LANGUAGES**

The NSW Language School is a NSW Department of Education School. Students have the opportunity **to study a language there when** St Ives High School cannot provide a specific language course desired (either it is not offered or the class does not run).

Lessons and resources are provided online and students are invited for face-to-face lesson days at the NSW Language School in Petersham usually once a term. This method of language learning **requires high levels of maturity, self-discipline and organisation on the part of the individual student** to successfully complete the course.

There is **an additional cost** to completing studies through the NSW Language School of **\$230** (payment for a 2 year course and \$115 for extension courses in Year 12).

Applications should be submitted through **St Ives High School** early in Term 4. The deadline is November 30, 2023. 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 Ms Junni Su in the LOTE Staffroom.**

Students **must still select 12 units of study AT SCHOOL for Year 11 study**. They may then be allowed to discontinue 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 NSWSoL teacher) in Semester 1 of 2024.

**Languages on offer include:**

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

**THE SECONDARY COLLEGE OF LANGUAGES**

The College was established in 1978 to provide a pathway for students to maintain their heritage language on a Saturday morning when that language is not available for study at their own weekday school. They offer 23 languages at no cost to parents/carers.

Further information: <https://sclanguages.schools.nsw.gov.au/>

Applications should be submitted through **St Ives High School** early in Term 4. The deadline is December 19, 2023. **Application forms can be collected from Ms Junni Su in the LOTE Staffroom.**

Students **must still select 12 units of study AT SCHOOL for Year 11 study**. They may then be allowed to discontinue one of these courses once their enrolment in the SCoL has been approved and they have commenced their study by attending their weekend courses and fulfilling course requirements in Semester 1 of 2024.

# Mathematics

<i>KLA</i>	<i>Subject</i>	<i>Preliminary &amp; HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Formal Exam</i>	<i>Optional Exam</i>
<i>Mathematics</i>	Mathematics	Mathematics Standard 1 (2 units) <input type="checkbox"/>		Y	Y
		Mathematics Standard 2 (2 units) <input type="checkbox"/>		Y	N
		Mathematics Advanced (2 units) <input type="checkbox"/>		Y	N
		Mathematics Extension 1 <input type="checkbox"/> (1 unit plus 2 units of Mathematics Advanced)		Y	N
		Mathematics Extension 2 <input type="checkbox"/> (2 units of extension 2 plus 2 units of extension 1)		Y	N

In Year 11 there is one level of Standard Mathematics

There are two levels of Mathematics Standard in Year 12

Both are ATAR courses

Mathematics Standard 1 has an optional examination. Students must sit the exam for the course to count towards an ATAR.

## MATHEMATICS STANDARD 1

Year 12 only, it is a non ATAR course

### MATHEMATICS STANDARD (Year 11), (2 units in Year 11)

Students of Mathematics Standard 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.

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

#### Year 12 Course Structure and Requirements for Mathematics Standard 1

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

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

## MATHEMATICS STANDARD 2 Year 12 (2 units in 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 Year 11	
	Topics	Subtopics
	Algebra	<b>MS-A1</b> Formulae and Equations <b>MS-A2</b> Linear Relationships
	Measurement	<b>MS-M1</b> Applications of Measurement <b>MS-M2</b> Working with Time
	Financial Mathematics	<b>MS-F1</b> Money Matters
	Statistical Analysis	<b>MS-S1</b> Data Analysis <b>MS-S2</b> Relative Frequency and Probability

### Year 12 Course Structure and Requirements

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

<b>Course: Mathematics Advanced (2 unit)</b>	2 units in Year 11 and 12
<p><b>Prerequisites:</b>  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 Stage 5.3.  Topics include: Algebraic technique, Surds and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras' Theorem and Data Analysis.</p> <p><b>Exclusions:</b> Students may <b>not</b> study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p>	
<p><b>Course Description</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• All students studying the Mathematics Advanced course will sit for an HSC examination.</li> </ul> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> <li>• enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• 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</li> <li>• provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning</li> <li>• provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role</li> <li>• 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.</li> </ul>	
<p><b>Preliminary Course</b></p> <p><u>Topic: Functions</u> Working with Functions MA-F1</p> <p><u>Topic: Trigonometric Functions</u> Trigonometry and Measure of Angles MA-T1 Trigonometric Functions and Identities MA-T2</p> <p><u>Topic: Calculus</u> Introduction to Differentiation MA-C1</p> <p><u>Topic: Exponential and Logarithmic Functions</u> Logarithms and Exponentials MA-E1</p> <p><u>Topic: Statistical Analysis</u> Probability and Discrete Probability Distributions MA-S1</p>	<p><b>HSC Course</b></p> <p><u>Topic: Functions</u> Graphing Techniques MA-F2</p> <p><u>Topic: Trigonometric Functions</u> Trigonometric Functions and Graphs MA-T3</p> <p><u>Topic: Calculus</u> Differential Calculus MA-C2 Applications of Differentiation MA-C3 Integral Calculus MA-C4</p> <p><u>Topic: Financial Mathematics</u> Modelling Financial Situations</p> <p><u>Topic: Statistical Analysis</u> Descriptive Statistics and Bivariate Data Analysis MA-S2 Random Variables MA-S3</p>



<b>Course: Mathematics Extension 1</b>	An extra unit on top of Mathematics Advanced Years 11 and 12
<p><b>Prerequisites:</b> 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 Vectors.</p> <p><b>Exclusions:</b> Students may <b>not</b> study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</p>	
<p><b>Course Description</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.</li> <li>• All students studying the Mathematics Extension 1 course will sit for an HSC examination.</li> </ul> <p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> <li>• enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively</li> <li>• provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality</li> <li>• 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</li> <li>• 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.</li> </ul>	
<p><b><u>Preliminary Course Year 11 (60 hours)</u></b></p> <p><b><u>Topic: Functions</u></b> Further Work with Functions ME-F1 Polynomials ME-F2</p> <p><b><u>Topic: Trigonometric Functions</u></b> Inverse Trigonometric Functions ME-T1 Further Trigonometric Identities ME-T2</p> <p><b><u>Topic: Calculus</u></b> Rates of Change ME-C1</p> <p><b><u>Topic: Combinatorics</u></b> Working with Combinatorics ME-A1</p>	<p><b><u>HSC Course (60 hours)</u></b></p> <p><b><u>Topic: Proof</u></b> Proof by Mathematical Induction ME-P1</p> <p><b><u>Topic: Vectors</u></b> Introduction to Vectors ME-V1</p> <p><b><u>Topic: Trigonometric Functions</u></b> Trigonometric Equations ME-T3</p> <p><b><u>Topic: Calculus</u></b> Further Calculus Skills ME-C2 Applications of Calculus ME-C3</p> <p><b><u>Topic: Statistical Analysis</u></b> The Binomial Distribution ME-S1</p>

**Course: MATHEMATICS EXTENSION 2** (2 units,  
Year 12 only)

**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.

**Exclusions:**

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

**Course Description**

- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course which has a value of 2 units for Extension 2 students. They include the work from 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.

The study of Mathematics Extension 2 in Stage 6:

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

**HSC Course (60 hours)**

**Topic: Proof**

The Nature of Proof MEX-P1  
Further Proof by Mathematical Induction MEX-P2

**Topic: Vectors**

Further Work with Vectors MEX-V1

**Topic: Complex Numbers**

Introduction to Complex Numbers MEX-N1  
Using Complex Numbers MEX-N2

**Topic: Calculus**

Further Integration MEX-C1

**Topic: Mechanics**

Applications of Calculus to Mechanics MEX-M1

# ***Personal Development, Health & Physical Education (PDHPE)***

<i>KLA</i>	<i>Subject</i>	<i>Preliminary &amp; HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Formal Exam</i>	<i>Optional Exam</i>
<i>PDHPE</i>	Community and Family Studies	Community and Family Studies <input type="checkbox"/>		Y	N
	PD, Health, PE	Personal Development, Health and Physical Education <input type="checkbox"/>		Y	N
	Sport, Lifestyle and Recreation	Sport, Lifestyle and Recreation		N	CEC (Non-ATAR)

- Please note, you can choose to do the VET course Sports Coaching with PDHPE.

<b>Course:</b> Community and Family Studies	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b>  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><b><u>Preliminary Course</u></b>  <b>Resource Management</b></p> <ul style="list-style-type: none"> <li>• Basic concepts of resource management.</li> </ul> <p>Indicative course time: 20%</p> <p><b>Individuals and Groups</b></p> <ul style="list-style-type: none"> <li>• The individual's roles, relationships and tasks within and between groups.</li> </ul> <p>Indicative course time: 40%</p> <p><b>Families and Communities</b></p> <ul style="list-style-type: none"> <li>• Family structures and functions, and the interaction between family and community.</li> </ul> <p>Indicative course time: 40%</p> <p><b><u>HSC Course</u></b>  <b>Research Methodology</b></p> <p>Research methodology and skills culminating in the production of an Independent Research Project  Indicative course time: 25%</p> <p><b>Groups in Context</b></p> <p>The characteristics and needs of specific community groups.  Indicative course time: 25%</p> <p><b>Parenting and Caring</b></p> <p>Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society  Indicative course time: 25%</p> <p><b>HSC Option Modules</b></p> <p>Select <b>one</b> of the following. Indicative course time: 25%</p> <p><b>Family and Societal Interactions</b></p> <p>Government and community structures that support and protect family members throughout their lifespan.</p> <p><b>Social Impact of Technology</b></p> <p>The impact of evolving technologies on individuals and lifestyle.</p> <p><b>Individuals and Work</b></p> <p>Contemporary issues confronting individuals as they manage roles within both their family and work environments.</p>	
<p><b>Particular Course Requirements</b>  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>	

<b>Course:</b> Personal Development, Health and Physical Education	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></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>	
<p><b>Preliminary Course</b></p> <p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Better health for individuals</li> <li>• The Body in Motion</li> </ul> <p><b>Optional Component (40%)</b></p> <p>Students select <b>two</b> of the following options</p> <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Composition and Performance</li> <li>• Fitness Choices</li> <li>• Outdoor Recreation</li> </ul>	<p><b>HSC Course</b></p> <p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul> <p><b>Optional Component (40%)</b></p> <p>Students select <b>two</b> of the following options</p> <ul style="list-style-type: none"> <li>• The Health of Young People</li> <li>• Sport and Physical Activity in Australian Society</li> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Equity and Health</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>In addition to core studies, students select two options in each of the Preliminary and HSC courses.</p>	

**Course:** Sport, Lifestyle and Recreation **Non-ATAR**

2 Units for each of Preliminary and HSC  
Content Endorsed Course

### Course Description

The Sport, Lifestyle and Recreation enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential. The program provides a balance between offering experience in a range of movement contexts and the opportunity to specialise in a specific sport or recreational activity.

The areas of sports science, physical education and human movement present viable post-school study and career pathways. This course provides a sound platform for further study and may offer some credit transfer opportunities into TAFE.

The Sport and Recreation industry is a major growth industry and, in this course, students will gain an understanding and appreciation of the vocational possibilities in this area. Sport, Lifestyle and Recreation allows flexibility to allow students to specialise in areas of interest that are not available in the Stage 6 PDHPE syllabus. The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There is no prescribed core component. Schools can select from these modules to develop programs that respond to student needs and interests.

### Pattern of Study:

2 units over two years, 120 hours year 11 plus 120 hours HSC with 6-9 modules studied.

The modules in Sport, Lifestyle and Recreation are:

1. Aquatics	9. Healthy Lifestyle
2. Athletics	10. Individual Games and Sports Applications
3. Dance	11. Outdoor Recreation
4. First Aid and Sports Injuries	12. Resistance Training
5. Fitness	13. Social Perspectives of Games and Sports
6. Games and Sports Applications I	14. Sports Administration
7. Games and Sports Applications II	15. Sports Coaching and Training
8. Gymnastics	

### 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.

# Science

<i>KLA</i>	<i>Subject</i>	<i>Preliminary &amp; HSC Courses (2 Unit)</i>	<i>Extension Courses (1 Unit)</i>	<i>Formal Exam</i>	<i>Optional Exam</i>
<i>Science</i>	Biology	Biology <sup>2</sup> <input type="checkbox"/>		Y	N
	Chemistry	Chemistry <sup>2</sup> <input type="checkbox"/>		Y	N
	Earth & Environmental Science	Earth & Environmental Science <sup>2</sup> <input type="checkbox"/>		Y	N
	Investigating Science	Investigating Science <input type="checkbox"/>		Y	N
	Physics	Physics <sup>2</sup> <input type="checkbox"/>		Y	N
	Science Extension		Science Extension	Y	N

**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**

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

**Year 12 Course Structure and Requirements**

		Module	Indicative hours	Depth studies
Year 12 course (120 hours)	Working Scientifically Skills	<b>Module 5</b> Heredity	60	*15 hours in Modules 5–8
		<b>Module 6</b> Genetic Change		
		<b>Module 7</b> Infectious Disease	60	
		<b>Module 8</b> 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	<b>Module 1</b> Properties and Structure of Matter	60	*15 hours in Modules 1–4
		<b>Module 2</b> Introduction to Quantitative Chemistry		
		<b>Module 3</b> Reactive Chemistry	60	
		<b>Module 4</b> Drivers of Reactions		

### Year 12 Course Structure and Requirements

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

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

### Year 12 Course Structure and Requirements

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

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

### Year 12 Course Structure and Requirements

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

## SCIENCE EXTENSION

1 unit in Year 12

Board Developed Course

### Rationale

The *Science Extension Stage 6 Syllabus* focuses on the nature, development and processes of science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Students interrogate and refine their ideas of and about science through analysing historic and cultural observations and significant scientific research within the relevant ethical frameworks and philosophical arguments of the time.

Through designing and conducting their own scientific research, initially using small datasets, students deepen and build upon their understanding of analysing and interpreting data. They are provided with opportunities to refine and extend their skills of Working Scientifically by applying these interrelated processes to contemporary authentic scientific research reflecting the skills used by practising research scientists. Students gather, examine, model and critically assess evidence that is informed by analysis of primary and secondary-sourced data and examining this data in relation to relevant publicly available data sets.

**Recommendation:** Students should be studying Advanced Mathematics, with Extension 1 being highly recommended.

### Course Structure and Requirements

<b>Year 12 Course</b> <b>1 Unit</b> <b>(60 hours)</b>	Students develop a response to a scientific research question that requires the analysis of data from one, or a combination of, the disciplines of Science		
	<b>Modules</b>	<b>Indicative hours</b>	<b>Scientific Research Project</b>
	<b>Module 1</b> The Foundations of Scientific Thinking	10	Establish an area for scientific research ↓
	<b>Module 2</b> The Scientific Research Proposal	10	Formulate the hypothesis for research ↓
	<b>Module 3</b> The Data, Evidence and Decisions	20	Find or generate the data Apply methodologies to analyse the data ↓
	<b>Module 4</b> The Scientific Research Report	20	Develop the Scientific Research Report and respond to the hypothesis ↓
	<b>Mandatory Scientific Research Report and Portfolio</b>		

Prerequisite courses for entry into Science Extension Year 12 are a minimum of 4 units of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are a minimum of 4 units of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

# ***Technological & Applied Studies (TAS)***

<b><i>KLA</i></b>	<b><i>Subject</i></b>	<b><i>Preliminary &amp; HSC Courses (2 Unit)</i></b>	<b><i>Extension Courses (1 Unit)</i></b>	<b><i>Formal Exam</i></b>	<b><i>Optional Exam</i></b>
<b><i>TAS</i></b>	Industrial Technology	# Graphics Technologies <input type="checkbox"/>		Y	N
		Multimedia Technologies <input type="checkbox"/>		Y	N
		Timber Products and Furniture <input type="checkbox"/>		Y	N
	Engineering Studies	Engineering Studies <input type="checkbox"/>		Y	N
	Food Technology	Food Technology <input type="checkbox"/>		Y	N
	Enterprise Computing	Enterprise Computing <input type="checkbox"/>		Y	N
	Software Engineering	Software Engineering <input type="checkbox"/>		Y	N
Textiles and Design	Textiles and Design <input type="checkbox"/>		Y	N	

**Course:** Industrial Technology – Graphics Technologies

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Students cannot study Industrial Technology Graphics Technologies and/or Multimedia Technologies and/or Timber Products and Furniture Technologies.

**Course Description**

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

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

**Main Topics Covered**

**Preliminary Course** The following sections are taught in relation to Timber Products and Furniture Technologies:

- 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%)

**HSC Course** The following sections are taught in relation to Timber Products and Furniture Technologies through the development of a Major Project (60%) and a study of the industry:

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

**Particular Course Requirements**

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to Graphics Technologies.

**Course:** Industrial Technology – Multimedia Technologies

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Students cannot study Multimedia Technologies and/or Industrial Technology Timber and Furniture Technologies and/or Graphics Technologies.

### Course Description

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

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

### Main Topics Covered

**Preliminary Course** The following sections are taught in relation to Multimedia Technologies:

- 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%)

**HSC Course** The following sections are taught in relation to Multimedia Technologies through the development of a Major Project (60%) and a study of the industry:

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

### Particular Course Requirements

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to Multimedia Technologies.



**Course:** Industrial Technology –Timber Products and Furniture Technologies

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Students cannot study Industrial Technology Timber and Furniture Technologies and/or Multimedia Technologies and/or Graphics Technologies.

### Course Description

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area Timber Products and Furniture Technologies.

### Main Topics Covered

**Preliminary Course** The following sections are taught in relation to Timber Products and Furniture Technologies:

- 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%)

**HSC Course** The following sections are taught in relation to Timber Products and Furniture Technologies through the development of a Major Project (60%) and a study of the industry:

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

### Particular Course Requirements

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to Timber Products and Furniture Technologies.

**Course:** Engineering Studies

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

**Course Description**

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

The *Engineering Studies Stage 6 Syllabus* 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.

The *Engineering Studies Stage 6 Syllabus* 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.

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.

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.

<b>Course:</b> Food Technology	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Nil
<p><b>Course Description</b></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><b>Main Topics Covered Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• The Australian Food Industry (25%)</li> <li>• Food Manufacture (25%)</li> <li>• Food Product Development (25%)</li> <li>• Contemporary Nutrition Issues (25%)</li> </ul>	
<p><b>Particular Course Requirements</b></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:** Enterprise Computing

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Computing Applications CEC

**Course Description**

The study of *Enterprise Computing 11–12* enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

Students perform project work and apply their knowledge and skills in: interactive media and the user experience, networking systems and social connections, principles of cybersecurity, data science, data visualisations, and intelligent systems. Students use their acquired knowledge and skills to develop an enterprise project.

**Preliminary Course**

- Interactive Media and the User Experience – 40 hrs
- Networking Systems and Social Computing – 40 hrs
- Principles of Cybersecurity – 40 hrs

**HSC Course**

- Data Science – 30 hrs
- Data Visualisation - 30 hrs
- Intelligent Systems - 30 hrs
- Enterprise Project - 30 hrs

**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.

A weighting of 50% will be devoted to knowledge and understanding of course content, and the other 50% will be spent on knowledge and skills in the practical application of course content.

<b>Course:</b> Software Engineering	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Computing Applications CEC
<p><b>Course Description</b>  The study of <i>Software Engineering 11–12</i> enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.</p>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Programming Fundamentals – 40 hrs</li> <li>• The Object-Oriented Paradigm – 40 hrs</li> <li>• Programming Mechatronics – 40 hrs</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Secure Software Architecture – 30 hrs</li> <li>• Programming for the Web - 30 hrs</li> <li>• Software Automation - 30 hrs</li> <li>• Software Engineering Project - 30 hrs</li> </ul>
<p><b>Particular Course Requirements</b>  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.  A weighting of 50% will be devoted to knowledge and understanding of course content, and the other 50% will be spent on knowledge and skills in the practical application of course content.</p>	

<b>Course:</b> Textiles and Design	
2 units for each of Preliminary and HSC Board Developed Course	<b>Exclusions:</b> Fashion and Textiles TVET CEC 43480 Fashion Design and Technology TVET CEC 41016
<p><b>Course Description</b></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><b>Main Topics Covered</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Design (40%)</li> <li>• Properties and Performance of Textiles (50%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%).</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Design (20%)</li> <li>• Properties and Performance of Textiles (20%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>• Major Textiles Project (50%).</li> </ul>	
<p><b>Particular Course Requirements</b></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)***

<b><i>KLA</i></b>	<b><i>Subject</i></b>	<b><i>Preliminary &amp; HSC Courses (2 Unit)</i></b>	<b><i>Formal Exam</i></b>	<b><i>Optional Exam</i></b>
TAS	Certificate II in Construction Pathways (Construction)	2 units x 2 years <input type="checkbox"/>	Y	Y
TAS	Certificate II in Kitchen Operations (Hospitality)	2 units x 2 years <input type="checkbox"/>	Y	Y
TAS	Certificate II in Kitchen Operations (Hospitality Compressed) (off-line)	4 units x 1 year <input type="checkbox"/>	Y	Y
PDHPE	Certificate III in Sport Coaching	2 units x 2 years <input type="checkbox"/>	N	CEC (Non-ATAR)

## Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

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 the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

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

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

VET courses count towards the HSC or RoSA. These courses may have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC.

VET courses have specified workplace requirement and include a minimum of 70 hours of **mandatory** industry specific **work placement** that may include up to 50% simulated workplace hours at school as specified by NESA.

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

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

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

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





**2024 Construction Course Descriptor**  
**CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120**  
**Statement of Attainment towards Certificate in II Construction (Release 3)**  
**RTO - Department of Education - 90333, 90222, 90072, 90162**

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

Course: **Construction**  
 Board Developed Course (240 hour)

**2 or 4 Preliminary and/or HSC units in total**  
 Industry Curriculum Framework (ICF) -  
 Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.

**Entry Requirements**

*You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a construction environment and be able to use a personal digital device including a personal computer or laptop.*

**Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency**

**Core Units**

CPCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry
CPCCOM1012	Work effectively and sustainably in the construction Industry
CPCCOM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCOM1015	Carry out measurement and calculations

**Elective Units**

CPCCCM101	Undertake basic estimation and costing
CPCCOM200	Read and interpret plans and specifications
CPCCCA2002	Use carpentry tools and equipment
CPCCCA2011	Handle carpentry materials
CPCCCM200	Use construction tools and equipment
CPCWHS100	Prepare to work safely in the construction industry

CPCCB2001	Handle and prepare bricklaying and blocklaying materials
CPCCB2002	Use bricklaying and blocklaying tools and equipment

**White Card**

CPCWHS1001 - Prepare to work safely in the construction industry.

**The General Construction Induction Training (White Card) will be delivered as part of this course.**

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.

A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. **Online courses are NOT recognised by the Department of Education.**

**Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.**

**Pathways to Industry - Skills gained in this course transfer to other occupations**

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

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

This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.

**External Assessment**

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

**Competency-Based Assessment**

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

**Appeals and Complaints**

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.


**Course Cost: Preliminary - \$xxxx HSC - \$xxxx**  
**School Specific equipment and associated requirements for students**

**Refunds-** Refund arrangements are on a pro-rata basis.  
 Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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

# Hospitality – Kitchen Operations Course Descriptor

 <p><b>Education</b></p>	<p><b>2024 Cookery Course Descriptor</b>  <b>SIT20421 Certificate II in Cookery – Release 1</b>  <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b></p>																										
<p><i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i></p>																											
<p><b>Course: Hospitality</b> Board Developed Course (240 hour)</p>	<p>2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course</p>																										
<p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1) <a href="https://training.gov.au/Training/Details/SIT20421">https://training.gov.au/Training/Details/SIT20421</a>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>																											
<p><b>Entry Requirements</b>  <i>You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a kitchen environment and be able to use a personal digital device including a personal computer or laptop.</i></p>																											
<p><b>Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency</b></p>																											
<p><b>Core</b></p> <table border="0"> <tr><td>SITXFSA005</td><td>Use hygienic practices for food safety</td></tr> <tr><td>SITXWHS005</td><td>Participate in safe work practices</td></tr> <tr><td>SITHCCC023</td><td>Use food preparation equipment</td></tr> <tr><td>SITHCCC027</td><td>Prepare dishes using basic methods of cookery</td></tr> <tr><td>SITHCCC034</td><td>Work effectively in a commercial kitchen</td></tr> <tr><td>SITHKOP009</td><td>Clean kitchen premises and equipment</td></tr> <tr><td>SITXINV006</td><td>Receive, store and maintain stock</td></tr> </table>	SITXFSA005	Use hygienic practices for food safety	SITXWHS005	Participate in safe work practices	SITHCCC023	Use food preparation equipment	SITHCCC027	Prepare dishes using basic methods of cookery	SITHCCC034	Work effectively in a commercial kitchen	SITHKOP009	Clean kitchen premises and equipment	SITXINV006	Receive, store and maintain stock	<p><b>Elective</b></p> <table border="0"> <tr><td>SITXFSA006</td><td>Participate in safe food handling practices</td></tr> <tr><td>SITHCCC025</td><td>Prepare and present sandwiches</td></tr> <tr><td>SITHCCC024</td><td>Prepare and present simple dishes</td></tr> <tr><td>SITHCCC026</td><td>Packaged prepared foodstuffs</td></tr> <tr><td>SITXCOM007</td><td>Show social and cultural sensitivity</td></tr> <tr><td>SITXCCS011</td><td>Interact with customers</td></tr> </table>	SITXFSA006	Participate in safe food handling practices	SITHCCC025	Prepare and present sandwiches	SITHCCC024	Prepare and present simple dishes	SITHCCC026	Packaged prepared foodstuffs	SITXCOM007	Show social and cultural sensitivity	SITXCCS011	Interact with customers
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SITXCCS011	Interact with customers																										
<p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p>																											
<p><b>Pathways to Industry - Skills gained in this course transfer to other occupations</b></p>																											
<p>Working within the hospitality industry involves</p> <ul style="list-style-type: none"> <li>▪ organising information and records in both paper and electronic forms</li> <li>▪ customer (client) service</li> </ul>	<ul style="list-style-type: none"> <li>▪ teamwork</li> <li>▪ using technologies</li> <li>▪ creating documents</li> </ul>																										
<p><b>Examples of occupations in the hospitality (kitchen operations) industry:</b></p> <table border="0"> <tr> <td>▪ breakfast cook</td> <td>▪ fast food cook</td> <td>▪ take-away cook</td> </tr> <tr> <td>▪ catering assistant</td> <td>▪ sandwich hand</td> <td>▪ function cook</td> </tr> </table>			▪ breakfast cook	▪ fast food cook	▪ take-away cook	▪ catering assistant	▪ sandwich hand	▪ function cook																			
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<p><b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.</p> <p><b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>																											
<p><b>Competency-Based Assessment</b> In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.</p> <p><b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>																											
<p><b>Course Cost: Preliminary - \$xxxx      HSC - \$xxxx</b>  <b>School Specific equipment and associate requirements for students</b></p>	<p><b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</p>																										
<p>A school-based traineeship is available in this course, for more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a></p>																											
<p><b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></p>																											
<p>2024 Course Descriptor SIT20421 Certificate II in Cookery – Release 1    RTO - Department of Education - 90333, 90222, 90072, 90162    Version 0.13  <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i></p>																											



**2024 Sport Coaching Course Descriptor**  
**SIS30521 Certificate III in Sport Coaching**  
**RTO - Department of Education - 90333, 90222, 90072, 90162**

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

**Course: Sport Coaching**

Board Endorsed Course (240 hour)

**2 or 4 Preliminary and/or HSC units in total**

Does not contribute towards the Australian Tertiary Admission Rank (ATAR)

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching <https://training.gov.au/Training/Details/SIS30521>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Entry Requirements**

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a sport coaching environment and be able to use a personal digital device including a personal computer or laptop.

**Sport, Fitness and Recreation Training Package (SIS 5.2) Units of Competency****Core**

HLTWHS001	Participate in workplace health and safety
SISSSCO002	Work in a community coaching role
SISSSCO005	Continuously improve coaching skills and knowledge
SISSSCO003	Meet participant coaching needs
BSBPOS403	Apply business risk management processes

**Elective**

SISSSCO012	Coach sport participants up to an intermediate level
SISXIND006	Conduct sport, fitness and recreation event
SISXCAI009	Instruct strength and conditioning techniques
SISSSOF002	Continuously improve officiating skills and knowledge
HLTAID011	Provide first aid

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

**Pathways to Industry - Skills gained in this course transfer to other occupations**

Working within the sport coaching industry

- possess a range of well-developed skills where discretion and judgement are required

- teamwork and communication
- applying skills and knowledge to coach participants to an intermediate level in a specific sport

**Examples of occupations in the Sport Coaching Industry**

This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice. Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.

**External Assessment**

There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR.

**Competency-Based Assessment**

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

**Appeals and Complaints**

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

**Course Cost: Preliminary - \$xxxx HSC - \$xxxx**  
**School Specific equipment and associate requirements for students**

**Refunds** Refund Arrangements on a pro-rata basis.  
 Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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

# ***External VET Delivered Courses***

***Industry Curriculum Framework,  
Board Endorsed Non-Framework  
Courses  
and School Based Apprenticeships and  
Traineeships***

## **EXTERNALLY DELIVERED HSC VOCATIONAL EDUCATION & TRAINING COURSES HSC VET 2024**

Vocational Education & Training (VET) courses can be school delivered (SVET - eg Construction, Hospitality or Sport Coaching) or externally delivered (TVET). 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 as no formal examination is offered but they do count towards the HSC.
- There is usually no work placement.
- A Record of Attainment is obtained.

### **EXTERNALLY DELIVERED TVET COURSES FOR 2024**

The list of available TVET 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.

Students can study a virtual VET course which counts towards the HSC and ATAR. Courses are Automotive, Big Data, Business Operations, Entrepreneurship, Health Administration, Real Estate, Construction, Robotics, Accounting, Allied Health Assistant, Care in Ageing, Cloud Computing, Cyber Security, Game Design, Web Development, Conservation and Ecosystem Management, Horticulture, Digital Supply Chain, Social Media and Tourism and Events.

For further information and regular updates visit <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/virtual-vet-courses>

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

## Industry Curriculum Framework

MESA Course Name	Delivery	ATAR	Bradfield	Enmore	Gymea	Hornsby	Lotus	Meadowbank	Northern Beaches	Randwick	Ryde	St George	St Leonards	Ultimo
Automotive (Mechanical Technology)	2u x 2y	Yes				■			■					■
Automotive (Mechanical Technology)	2u x 1y	No				■			■					■
Automotive (Vehicle Body)	2u x 2y	Yes												■
Automotive (Vehicle Body)	2u x 1y	No												■
Business Services (Certificate III Business)	2u x 2y	Yes			■	■		■	■			■		■
Business Services (Certificate III Business)	2u x 1y	No			■	■		■	■			■		■
Construction (Pathways)	2u x 2y	Yes			■	■		■		■				
Construction (Pathways)	2u x 1y	No			■	■		■		■				
Electrotechnology (Career Start)	2u x 2y	Yes			■	■		■	■			■		■
Electrotechnology (Career Start)	2u x 1y	No			■	■		■	■			■		■
Electrotechnology (Computer Assembly & Repair)	2u x 2y	Yes												■
Entertainment Industry	2u x 2y	Yes	■											
Hospitality (Food and Beverage)	2u x 2y	Yes							■		■			■
Hospitality (Food and Beverage)	2u x 1y	No							■		■			■
Hospitality (Kitchen Operations and Cookery)	2u x 2y	Yes									■			
Hospitality (Kitchen Operations and Cookery)	2u x 1y	No									■			
Human Services (Allied Health)	2u x 2y	Yes												■
Human Services (Acute Care)	2u x 2y + 1u	Yes												■
Information and Digital Technology (Digital Animation / Gaming Development)	2u x 2y	Yes											■	



Industry Curriculum Framework NESA Course Name	Delivery	ATAR	Bradfield	Enmore	Gymea	Hornsby	Loftus	Meadowbank	Northern Beaches	Randwick	Ryde	St George	St Leonards	Ultimo
Information and Digital Technology (Digital Animation / Gaming Development)	2u x 1y	No											■	
Information and Digital Technology (Digital Animation)	2u x 2y	Yes				■								
Information and Digital Technology (Digital Animation)	2u x 1y	No				■								
Information and Digital Technology (Networking and Hardware)	2u x 2y	Yes												■
Information and Digital Technology (Networking and Hardware)	2u x 1y	No												■
Information and Digital Technology (Web and Software Applications)	2u x 2y	Yes				■								■
Information and Digital Technology (Web and Software Applications)	2u x 1y	No				■								■
Primary Industries (Horticulture)	2u x 1y	No									■			
Tourism, Travel and Events (Events)	2u x 2y	Yes									■			■
Tourism, Travel and Events (Events)	2u x 1y	No									■			■
Tourism, Travel and Events (Tourism)	2u x 2y	Yes									■			■
Tourism, Travel and Events (Tourism)	2u x 1y	No									■			■

**Please note**

- ATAR possible if completion of 240H - 2u x 2y course and HSC exam is sat.
- 120H – 2u x 1y ICF courses are non-ATAR; sitting of the HSC exam is not possible.
- ICF courses have mandatory work placement requirements.
- Courses are subject to change.

Board Endorsed Courses													
NESA Course Name	Delivery	Bradfield	Enmore	Gymea	Hornsby	Lotus	Meadowbank	Northern Beaches	Randwick	Ryde	St George	St Leonards	Ultimo
Animal Studies	2u x 2y												■
Baking	2u x 1y												■
Baking (ACCESS)	2u x 1y									■			
Beauty Services (Make-Up)	2u x 2y			■			■					■	■
Hair or Beauty Services (Make Up)	2u x 1y			■			■					■	■
Community Dance, Theatre and Events	2u x 2y												
Community Services - (Introduction) (Welfare)	3u x 1y												■
Design Fundamentals (Fashion)	2u x 1y				■								■
Design Fundamentals (Graphics)	2u x 1y				■								
Design Fundamentals (Interior Design)	2u x 1y												
Design Fundamentals (Multi Discipline)	2u x 1y												
Early Childhood Education and Care	2u x 2y				■							■	
Engineering Pathways	2u x 1y												■
Fitness	2u x 2y												■
Floristry (Assistant)	2u x 1y												■
Hair or Beauty Services (Retail Cosmetics) (ACCESS)	2u x 1y												■
Laboratory Skills	2u x 1y												■
Maritime Operations - Certificate II (Coxswain Grade 1)	2u x 2y												■
Maritime Operations - Certificate II (Coxswain Grade 1)	2u x 1y												■
Music Industry	2u x 2y												
Music Industry	3u x 1y												■
Plumbing - Introduction	2u x 2y												



Board Endorsed Courses NESA Course Name	Delivery	Bradfield	Emmore	Gymea	Hornsby	Loftus	Meadowbank	Northern Beaches	Randwick	Ryde	St George	St Leonards	Ultimo
Real Estate Practice	2u x 2y				■	■	■	■	■			■	■
Real Estate Practice	2u x 1y				■		■	■				■	■
Retail Services (ACCESS)	2u x 1y				■	■							■
Salon Assistant	3u x 1y			■			■						■
Screen and Media	2u x 2y	■											
Screen and Media (3D Games Artistry) (Saturday)	2u x 1y		■										
Screen and Media (Production (Film and Television))	2u x 1y								■			■	■
Screen and Media (Radio & Journalism)	2u x 1y												■
Visual Arts (Photography)	2u x 1y				■								■
Visual Arts (Photography)	2u x 2y												■

Please note

- Board Endorsed Courses are non-ATAR.
- Mandatory work placement requirements for Early Childhood Education and Care and Plumbing Introduction.



# 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](http://www.sbatinnsw.info) or contact your School Careers Adviser or Vocational Education Consultant & School Based Apprenticeship & Traineeship Coordinator on 9941 3000.

# GET A HEAD START ON YOUR QUALIFICATION

Spend your HSC years earning while you're learning about a career that interests you.

You will gain credit towards your HSC, get a nationally-recognised qualification and be work-ready when school finishes.

## HOW DOES IT WORK?

### A school-based apprentice will:

- › complete stage one of a Certificate III trade qualification by the end of the HSC year
- › undertake a minimum of 100 days\* paid work over two years
- › attend training each week with TAFE NSW or a private/community training provider.

### A school-based trainee will:

- › complete a Certificate II or III qualification by the end of the HSC year
- › undertake a minimum of 100 days\* paid work over two years
- › attend training each week with school, TAFE NSW or a private/community training provider.

## WHERE DO I START?

### It's simple.

Speak with your Careers Adviser or your employer (if you already have a part-time job) about starting a school-based apprenticeship or traineeship.



START

Decide on the occupation that interests you

Discuss with your Careers Adviser and parents/carers about how this will work with your HSC

To get a job, use your networks – start with family, friends, local employers and explore job search websites

Visit [education.nsw.gov.au](http://education.nsw.gov.au) or call 1800 009 310 for your local contact

\* Or as outlined in the relevant Vocational Training Order. See [www.training.nsw.gov.au](http://www.training.nsw.gov.au)

**GET YOUR CAREER STARTED** BEFORE YOU LEAVE SCHOOL

# WHAT'S POSSIBLE?

## SCHOOL BASED APPRENTICESHIPS

Air Conditioning and Refrigeration	Furnishing	Meat Processing (Retail Butcher)
Automotive	Jewellery Manufacture	Painting and Decorating
Baking	Hairdressing/Barbering	Plumbing
Beauty Therapy	Horticulture	Shopfitting
Carpentry	Hospitality (Commercial Cookery)	Signcraft
Electrotechnology	Locksmithing	Wall and Ceiling Lining
Engineering (Electrical)	Marine	Wall and Floor Tiling
Engineering (Mechanical)		

## SCHOOL BASED TRAINEESHIPS

Aged Care	Construction	Information and Digital Technology
Agriculture/Rural Operations	Dental Assisting	Meat Processing
Animal Care	Education (Early Childhood)	Music Industry
Automotive	Education Support	Printing and Graphic Arts
Baking	Electrotechnology	Property Services (Real Estate Practice)
Beauty	Entertainment	Retail
Beekeeping	Financial Services	Sport, Fitness and Recreation
Business Services	Floristry	Tourism, Travel and Events
Civil Construction	Health Services	Transport and Logistics
Community Pharmacy	Horticulture	
Conservation and Ecosystem Management	Hospitality	

**Can't find what you're looking for? There are 160 different school-based traineeships available at [www.education.nsw.gov.au](http://www.education.nsw.gov.au)**

School based apprenticeships and traineeships are an initiative of the NSW Department of Education.

### Skills and Pathways

1800 009 310  
[www.education.nsw.gov.au](http://www.education.nsw.gov.au)

*Search for school apprenticeships and traineeship*

### Training Services NSW

13 28 11  
[www.training.nsw.gov.au](http://www.training.nsw.gov.au)



## 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	
	Science Extension (Year 12 only)	
<i>CREATIVE ARTS</i>	Music	
	Visual Arts	
<i>HSIE</i>	Aboriginal Studies	
	Ancient History	
	Business Studies	
	Economics	
	Geography	
	Legal Studies	
	Modern History	
	Society and Culture	
	Studies of Religion	
	Work Studies	
<i>MATHEMATICS</i>	Mathematics Mathematics Standard 2 and Standard 1 in 2024 Mathematics Extension 1 and Mathematics Extension 2 in 2025	

<b>KLA</b>	<b>Subjects</b>	<b>Next steps: What steps do I take within the next 48 hours to ensure I am closer to making a decision?</b>
<b>LOTE</b>	Japanese – Beginners - Continuers	
	Chinese - Beginners - Continuers - Chinese in Context - Chinese and Literature	
	French - Beginners	
	Korean - Beginners - Korean in Context - Continuers	
	Persian - Continuers	
	Spanish - Beginners	
	Info on NSW School of Languages/ Secondary College of Languages	
<b>PDHPE</b>	Community & Family Studies	
	Personal Development, Health and Physical Education	
	VET Sport Coaching	
<b>ENGLISH + DRAMA</b>	English EALD/Studies/Standard/Advanced.	
	Drama	
<b>TAS</b>	Industrial Technology	
	Engineering Studies	
	Food Technology	
	Enterprise Computing	
	Software Engineering	
	Textiles and Design	
	VET Construction	
	VET Hospitality - Kitchen Operations	