James Cook Boys Technology High School

Subject Selection

Stage 6

2023 - 2024

Date of Publication
23 August 2022
File Location:
SENTRAL Documents
/Publications for Students/Subject Selection/

TABLE OF CONTENTS

Sources of Advice

For specialised information and details you may refer to the following people:

Faculty Area		
English	Ms S Plibersek	Block B
Mathematics	Mr R Mansour	Block D
Science	Mr J Bowles	Block D
HSIE	Ms L Smith	Block C
CAPA	Mr N Heiler	Block G
TAS PE	Mr B Yelavich	Block B

Careers Ms J Blatchford

- Advice on careers, course choices, university, TVET and TAFE requirements

Deputy Principal Mr J Mallios Block A

- Advice on curriculum, assessment, HSC requirements

Coordinator

Year Advisor	Mr J Bulfon	Block C

HSC Regulations

How do I become eligible for a HSC?

The Higher School Certificate (HSC) is the highest educational award you can gain in New South Wales schools. Although James Cook Boys Technology High School can prepare you for the HSC, it is the NSW Educational Standards Authority (NESA) which governs the award of the certificate.

To be eligible, you need to:

- be enrolled at a NSW Government school (James Cook Boys Technology High School), a registered school, or a TAFE college
- have a satisfactory record of attendance and
- have a satisfactory record of application to your studies
- complete assessment requirements
- satisfactorily complete course requirements, including oral, practical and project work
- study the required combination of courses, that is:
    - at least 2 Units of a Board Developed English course
    - at least 6 Units that are Board Developed courses, and
    - at least 3 courses of 2 unit value or greater
    - at least 4 subjects
    - a maximum of 6 units of Science in Year 11
    - a maximum of 7 units of Science in Year 12
- **sit for the HSC examination and make a genuine attempt.**

For the award of the Higher School Certificate you need to accumulate:

- **12 units in Year 11**
- **10 units in Year 12 as part of the requirements**
- **HSC minimum standards assessments in Reading, Writing and Numeracy to level 3 or higher**

On satisfactory completion of your HSC you will receive a portfolio containing:

- The HSC Testamur
- The Record of Achievement
- Course Reports

Certificate: Higher School Certificate

Certificate: Record of Achievement

Most BDC HSC courses listed with Assessment Mark,

Examination Mark, HSC Mark and Performance Band

Stage 6 HSC Courses

HIGHER SCHOOL CERTIFICATE

Record of Achievement

Education Standards Authority

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Higher School Certificate and has received the results shown below.

STAGE 6 HSC COURSES

Year	Course	Examination Mark	Assessment Mark	HSC Mark	Performance Band
Board Developed Courses					
2018	Business Services (4 unit)				
	Dance Life Skills (2 unit)				
	Music 1 (2 unit)				
2017	Retail Services (4 unit)				
Board Endorsed Courses					
2017	^1 English Studies (2 unit)				
	Sport, Lifestyle and Recreation				

^1 English Studies has been declared equivalent to [illegible] Level 3 English for the purposes of HSC eligibility

SAMPLE

Student Number 0340170

Issued by NESA without alteration or erasure on 22 October 2017 at Sydney, NSW, Australia

Acting Chief Executive Officer
NSW Education Standards Authority

Stage 6 Preliminary Courses

HIGHER SCHOOL CERTIFICATE

Record of Achievement

Education Standards Authority

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Higher School Certificate and has received the results shown below.

STAGE 6 PRELIMINARY COURSES

Year	Course	Result
Board Developed Courses		
2017	Business Studies (2 unit)	A
	Design and Technology (2 unit)	B
	English Advanced (2 unit)	E
	Mathematics (2 unit)	D
	Mathematics Extension 1 (1 unit)	C
	Physics (2 unit)	C
	Studies of Religion I (1 unit)	C
	Visual Arts (2 unit)	B

SAMPLE

Student Number

Issued by NESA without alteration or erasure on 16 February 2017 at Sydney, NSW, Australia

Chief Executive Officer
NSW Education Standards Authority

Certificate: VET Transcript of Competencies

Certificate + Transcript of Competencies Achieved

This is to certify that

Sample Student

Student Number 123456789

has fulfilled the requirements for:

SIT20316

Certificate II

in

Hospitality

The qualification is recognised within the Australian Qualifications Framework

Registered Training Organisation - Trustees of the Roman Catholic Church for the Diocese of Wagga Wagga, The 90306 Trading as Catholic Education Diocese of Wagga Wagga

Director of Schools

205 Tarcutta Street
WAGGA WAGGA NSW 2650
Phone: 02 69370000
ABN: 36 345 537 994

Transcript of Competencies Achieved

Sample Student

Student Number: 123456789

SIT20316 Certificate II in Hospitality

Year	Unit Code	Unit Title
2017	SITXWHS001	Participate in safe work practices
2018	SITHIND002	Source and use information on the hospitality industry
2018	SITXCOM002	Show social and cultural sensitivity
2018	SITHIND003	Use hospitality skills effectively
2018	BSBWOR203	Work effectively with others
2018	SITXCCS003	Interact with customers
2017	SITXFSA001	Use hygienic practices for food safety
2018	SITHFAB004	Prepare and serve non-alcoholic beverages
2018	SITHFAB005	Prepare and serve espresso coffee
2018	SITHFAB007	Serve food and beverage
2017	HLTAID003	Provide first aid
2018	SITHCCC001	Use food preparation equipment
2018	SITHCCC003	Prepare and present sandwiches
2018	SITHKOP001	Clean kitchen premises and equipment

Full completion of SIT20316 Certificate II in Hospitality

Registered Training Organisation - Trustees of the Roman Catholic Church for the Diocese of Wagga Wagga, The 90306 Trading as Catholic Education Diocese of Wagga Wagga

Director of Schools

205 Tarcutta Street
WAGGA WAGGA NSW 2650
Phone: 02 69370000
ABN: 36 345 537 994

Page 1 of 1

Pathways Information

Pathways are alternative patterns of study which will allow you to:

- accumulate the HSC over a period of up to five years
- repeat individual courses and upgrade results
- accelerate in one or more subjects and accumulate your results
- gain credit for other types of courses you have taken (eg TAFE certificates) and for prior learning (eg work skills)
- study Distinction Courses if you have accelerated and qualify to enrol in them
- study for the HSC at TAFE, undertaking a full TAFE Certificate as part of the HSC.

Accumulation of the HSC

The five-year period commences in the first year you attempt an HSC course examination. Year 11 courses may, but need not, be accumulated within this period. You will receive cumulative Records of Achievement for Year 11 and Year 12 courses attempted. By the end of the period of accumulation, you must have met all HSC pattern-of-study requirements. You may accumulate an Extension course by presenting the 2 Unit components in one year and the related Extension in a later year.

At James Cook Boys Technology High School this option will depend on resources available, organisation constraints and student demand. It should not be expected that all courses could be offered every year.

Credit Transfer and the HSC

Most HSC courses can provide advanced standing in over 100 TAFE courses. This applies when entry to a course is gained - credit transfer does not give preference to enter a course. In some cases a minimum ATAR in the subject is specified.

A few examples of possible eligibility for advanced standing:

HSC Course	**TAFE course offering advanced standing** **in some subjects (examples only)**
Business Studies or Economics	Customs Advanced Certificate Diploma in Business (General Insurance) Marketing Management Advanced Certificate
Information Processes and Technology	Certificate III in Information Technology Retail Management Advanced Certificate Tourism Certificates
For more information, talk to the Careers Advisor	

Acceleration

Accelerating students may decide to undertake external or part-time study at University or TAFE or take additional units for the HSC. Accelerating students may also choose to study a Distinction Course. Distinction Courses are challenging, high-level courses of similar standard to first year university courses.

Pathways Issues

Ability

Students should respect the advice of Head Teachers and Mentors regarding their suitability to handle demanding subjects. You must examine the content of the course closely and base your subject choice on a realistic career choice and your need to gain the maximum marks you can. There is no point struggling with, for example, Physics, for two years and scoring 20% when you may have been capable of achieving 70% in Biology or Senior Science.

Statistics

Each year, about 75 000 students are awarded an HSC. Of these, approximately 33% go to University; 37% go to TAFE (some are also employed); 12% are employed or undergoing some other form of training; 3% repeat school; 15% remain unemployed.

Tertiary Courses

Many courses and subjects at University have either pre-requisites or assumed knowledge. You must be aware of these restrictions when selecting your subjects for the senior school. Some careers, Universities and TAFE Colleges require students to take a combination of courses to gain matriculation. More information on this is given in the section on *University and TAFE Career Paths*.

Class Sizes and Timetable Constraints

Courses will only be available if sufficient numbers of students choose them. Some courses have a maximum size. The school endeavours to give students the majority of their preferences, but is restricted by staffing limits. Certain combinations of courses will not be possible because of timetabling constraints.

Duration of Courses

All two-year courses with a Year 11 and Year 12 component will conclude the Year 11 section of the course at the beginning of or early in Term 4, Year 11. Year 12 courses will commence at the conclusion of the Year 11 course.

All one-year courses in Year 11 will conclude at the end of Term 4, Year 11.

Saturday School

Students are not able to study a language at the Saturday School of Community Languages if that language is being taught at James Cook Boys Technology High School.

A student may study other community languages for which there is an approved HSC course by enrolling at a Saturday School of Community Languages. A student wishing to study such a 2 Unit course must take it in addition to the 12 units already chosen for Year 11, with the option of then discontinuing any 2 Unit course for HSC study. All information concerning community languages is available from the Deputy Principal.

Materials Contributions

Some courses may require a student to purchase materials and/or equipment that are used in lessons. Many courses involve excursions. These contributions are clearly stated in Course Outlines. Should parents have difficulty making the payments for subject materials they should contact the Principal.

Assessment Policy and Rules

At a later date students will be given an Assessment Booklet which outlines the Assessment Policy, Procedures and Rules for the award of a Higher School Certificate.

TAFE Delivered HSC Courses - TVET

These courses are TAFE subjects taught to students in Year 11 and Year 12. They are taught by TAFE teachers at a TAFE college. The course contributes to the Higher School Certificate of the student, and if successfully completed, gains the student a TAFE award and advanced standing to other TAFE courses. 2 Unit courses are conducted for four hours one afternoon per week, the 1 Unit courses are conducted for 2 hours one afternoon per week.

Participation is only practical and effective if a course is available at a local TAFE college.

It must be stressed that entry to TAFE courses is very competitive and students are not guaranteed entry just because they submit an application form. In most cases, class sizes are small (15 students to one teacher). Students from many different schools compete for the places that are available.

TAFE courses are not an easy option - they are as challenging as courses offered at school. Any student who enrols in a TAFE course needs to be fully aware of the commitment they are making. Attendance on the TAFE afternoon is vital since one afternoon represents a whole week's work. TAFE apply strict attendance rules. Failure to attend results in removal from the course and seriously jeopardises the attainment of a Higher School Certificate.

Application forms for TAFE courses will be available from the Careers Advisor in September. If you would like to include a TAFE course as part of your study program you should see the Careers Advisor as soon as possible to have your name placed on the lists that will be established. Interviews will be held prior to recommendation of students into a course. See Ms Blatchford for further details.

TAFE Exclusions

Students cannot study the same module in two or more TAFE vocational courses. Students cannot study a TAFE course if the content is duplicated in one of their HSC courses. You need to check the exclusions if you are studying: Information Processes and Technology; Information Technology; Retail Operations; Design and Technology; Photography; Sport, Lifestyle and Recreation Studies; Visual Arts.

The TAFE Career Path

An ATAR is not required to qualify for TAFE NSW courses. Entry levels and qualifications are shown below:

Entry Level	Qualification	Length (full-time)
Year 10	Certificate Levels I to IV	1-2 years
Year 12	Certificate Level IV Diploma Advanced Diploma	2-3 years

Short courses have no entry requirements. Some courses have additional entry requirements, such as work experience in the field of study, specific subjects, or other selection criteria. Check the TAFE handbook.

Apprenticeships

An apprenticeship combines part-time study at a TAFE college or industry training centre with paid work and on-the-job training. Over 300 trades involve apprenticeships.

Traineeships

A traineeship is a 'mini' version of an apprenticeship, providing structured training with paid work. There are more than 50 traineeship classifications.

Cadetships

A cadetship combines work with study at TAFE or University and requires a good HSC result. A few cadetships are available in professional, commercial and technical areas.

TAFE Virtual VET Courses

These courses combine teacher-led virtual classrooms with workshops and work placements across a range of exciting courses for growth industries.

The aim is to connects secondary students across NSW with the skills they'll need to fill the jobs of the future.

Virtual VET courses offer the following benefits:

- An opportunity to complete a nationally recognised vocational education and training (VET) qualification that contributes to the HSC.
- The opportunity to undertake an HSC examination and have the result potentially contribute to the ATAR as a Category B subject.
- A teacher-led virtual classroom.
- Scheduled workshops for practical, hands-on skills (where applicable).
- 24/7 access to content.
- Collaboration with other students around NSW via the virtual classroom environment.
- Some of the courses offer access to more demanding content from higher level qualifications not usually associated with traditional VET courses for school students.
- Access to leading industry software, simulated workplaces and tools.

These courses teach in-demand skills that employers want, and are future-focused, and geared towards emerging and growth industries.

Students can get:

- a head-start in their career
- explore a potential career or ignite a passion
- a pathway to further study and potential employment in growth industries.

These courses provide schools with additional curriculum options to meet the needs of their students.

They are designed for senior secondary school students, with the interest, maturity and skills to engage effectively in the learning.

The courses commence in 2023, delivered across two-years and will be first examined in 2023.

Link to Courses Available in 2023-2024 with fact sheets
Virtual VET courses (nsw.gov.au)
https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/virtual-vet-courses

• Automotive Technology • Business Services: *Various specialisations* • Construction • Electrotechnology • Financial Services • Human Services	• Information and Digital Technology: *Various specialisations* • Primary Industries • Retail Services • Tourism, Travel and Events

These courses require students to work independently and are not delivered by the school. Only students with a strong work ethic will be considered for enrolment.

The University Career Path

An ATAR is required (see Glossary for details). Note that only **ONE** 2 Unit Category B course counts towards an ATAR.

Entry Level	**Awards**	**Length (full-time)**
Undergraduate (First time study with required HSC and ATAR)	Diploma Advanced Diploma Bachelor Degree	2-3 years 2-3 years 3-4 years
Postgraduate (Further study with undergraduate degree)	Graduate Certificate Graduate Diploma Masters Degree Doctoral Degree	Various

Course Information

Summary of Courses Offered for Year 11 in 2023

Course	Category	Units	ATAR	Fee
Ancient History	A	2	Yes	$50
Biology	A	2	Yes	$60
Business Studies	A	2	Yes	$50
Chemistry	A	2	Yes	$60
Economics	A	2	Yes	$50
English Advanced	A	2	Yes	$0
English Standard	A	2	Yes	$0
English EAL/D	A	2	Yes	$0
English – Extension 1	A	1	Yes	$50
Geography	A	2	Yes	$50
Information Processes and Technology	A	2	Yes	$50
Investigating Science	A	2	Yes	$60
Legal Studies	A	2	Yes	$50
Mathematics Advanced	A	2	Yes	$50
Mathematics Standard 2	A	2	Yes	$0
Mathematics Extension 1	A	1	Yes	$50
Mathematics Extension 2 – HSC Year only	A	1	Yes	$50
Modern History	A	2	Yes	$50
Music 1	A	2	Yes	$60
Personal Development Health and Physical Education	A	2	Yes	$50
Physics	A	2	Yes	$60
Science Extension – HSC Year only	A	1	Yes	$50
Society & Culture	A	2	Yes	$0
Sport, Lifestyle and Recreation	CEC	1 or 2	No	$0
Visual Arts	A	2	Yes	$80
Work Studies	CEC	1 or 2	No	$0

KEY

A = Board Developed Course – Category A
B = Board Developed Course – Category B
CEC = Board Content Endorsed Course
** = Optional HSC Examination

NOTE

*** Only one VET Curriculum Framework Course completed at school or TAFE may be included in the ATAR as a Category B course if the optional HSC examination is taken.**

English

English Standard

Course No: 11130 (Year 11) & 15130(Year 12)

2 units for each of Year 11 and 12
Board Developed Course

Exclusions: English Advanced; English EAL/D; English Extension

Course Description

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

In the Year 12 English Standard course, students further strengthen their knowledge, understanding and evaluation of language and literature. They reflect on and thoughtfully compose their own texts to suit different audiences and purposes. Students study at least four types of prescribed texts drawn from: prose fiction or print nonfiction, poetry or drama and film or media.

Main Topics Covered

Year 11 Course

- Common Module - The first term content for Standard and Advanced courses is undertaken through a Common Module- Reading to Write: Transition to Senior English. Students develop their appreciation and analysis by completing an intensive and close reading of quality texts from a range of sources. They build their capacity to compose using precise language and form to suit various contexts. The common module comprises a third of the course content.
- Modules A and B - In Module A: Contemporary Possibilities, students develop knowledge and understanding of different communication technologies. In Module B: Close Study of Literature, students explore, examine, analyse and investigate the ways in which language structure and stylistic choices shape meaning. These modules comprise two thirds of the content.

Year 12 Course

- Common Module - The first term content for Standard and Advanced courses is undertaken through a Common Module: Texts and Human Experiences. Students deepen their appreciation, exploration, analysis and evaluation of how texts represent individual and collective human experiences.

- Modules A and B – Module A: Language, Identity and Culture examines how language powerfully reflects and shapes individual and collective identity. Module B: Close Study of Literature increases the students' capacity to develop an informed understanding and appreciation of a literary text.

- A third Module C: The Craft of Writing may be studied concurrently with the Common Module and/or Module A and Module B.

Particular Course Requirements

Across **Stage 6 (Year 11 and Year 12) of the English Advanced Course** the selection of texts must give students experience of the following:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

English Advanced

Course No: 11140 (Year 11) & 15140 (Year 12)

2 units for each of Year 11 and Year 12 courses
Board Developed Course

Exclusions: English Standard; English EAL/D

Course Description

In the Year 11 English Advanced course, students investigate and analyse a range of complex texts which include prose fiction, drama, poetry, nonfiction, film, media and digital texts. They explore the ways in which events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values. They will gain an understanding of language forms and features and use this knowledge strategically to compose for different contexts. The Year 11 course requires students to support their study of texts with their own wide reading.

In the Year 12 English Advanced course, students further strengthen their knowledge and understanding of language and literature by investigating, analysing, interpreting and evaluating complex texts and the ways they are valued in their contexts. They will gain an understanding of language forms and features and use this stylistic knowledge strategically to compose nuanced texts for different contexts. Students study at least four types of prescribed texts drawn from: **Shakespearean drama**, prose fiction or print nonfiction and poetry or drama. The remaining text may be a film, media or digital text or may be chosen from one of the categories above.

Main Topics Covered

Year 11 Course

- Common Module - The first term content for Standard and Advanced courses is undertaken through a Common Module: Reading to Write. Students develop their appreciation, analysis and evaluation by completing an intensive and close reading of quality texts from a range of sources. The common module comprises a third of the course content.
- Modules A and B - In Module A: Narratives that Shape Our World and Module B: Critical Study of Literature, students explore, examine, analyse and investigate the ways in which texts and contexts shape and are shaped by different attitudes and values. The modules comprise two thirds of the content.

Year 12 Course

- Common Module - The first term content for Standard and Advanced courses is undertaken through a Common Module: Texts and Human Experiences. Students deepen their appreciation, exploration, analysis and evaluation of how texts represent individual and collective human experiences.
- Modules A and B - Students also study Module A: Textual Conversations and Module B: Critical Study of Literature. These modules emphasise particular aspects of shaping meaning, interpretation and representation, questions of textual integrity, and ways in which texts are valued. A third Module C: The Craft of Writing may be studied concurrently with the Common Module and/or Module A and Module B.

Particular Course Requirements

Across **Stage 6 (Year 11 and Year 12) of the English Advanced Course** the selection of texts must give students experience of the following:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

Year 11 English Extension, Year 12 English Extension 1, Year 12 English Extension 2

Course No: 11150 (Year 11 English Extension), 15160 (Year 12 English Extension 1) & 15170 (Year 12 English Extension 2)

1 unit of study for each Year 11 and Year 12 courses

Prerequisites

(a) English Advanced
(b) Year 11 English Extension is a prerequisite for Year 12 English Extension 1
(c) Year 12 English Extension 1 is a prerequisite for Year 12 English Extension 2

Exclusions

English Standard; English EAL/D

Course Description

In the Year 11 English Extension course, students explore how and why quality texts are valued in and appropriated into a range of contexts. They critically consider why some texts may be perceived as culturally significant. Additionally, students evaluate their processes of learning and creativity.

In Year 12 English Extension 1, students explore complex ideas of significance and critically consider how cultural values and contexts make meaning. They must shape insightful judgements about the relationship between text, purpose and audience.

In Year 12 English Extension 2, students develop a sustained composition and document their reflection on this process. Within this process, they undertake extensive independent investigation involving a range of complex texts that follow the focus and explorations of the Major Work.

Main Topics Covered

Year 11 English Extension Course

The course involves the study of the Module: Texts, Culture and Value which requires a research project and the study of one text from the past and its manifestation in one or more recent cultures.

Year 12 English Extension 1 Course

The course involves the study of the Common Module: Literary Worlds with one elective option. Three texts must be studied from the prescribed list including at least two extended print texts.

Year 12 English Extension 2 Course

The course requires students to complete a well-crafted Major Work. There is also a focus on the Composition Process, Reflection Statement, and Major Work Journal.

Particular Course Requirements

In **Year 11 English Extension,** students are required to complete a Related Project requiring independent investigation as well as critical and creative thinking. Students also explore, analyse and critically evaluate different examples of appropriations in a range of contexts and media.

Year 12 English Extension 1 requires the study of three prescribed texts.

Year 12 English Extension 2 requires the composing of a Major Work, a reflection statement and a major work journal.

Across **Stage 6 (Year 11 and Year 12) of the English Advanced Course** the selection of texts must give students experience of the following:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

English EAL/D

Course No: 11165(Year 11) & 15155 (Year 12)

2 units for each of Year 11 and Year 12
Board Developed Course

Exclusions: English Standard; English Advanced; English Extension

Eligibility rules apply. Please ask your teacher to check the Stage 6 English syllabus.

Course Description

In the Year 11 English EAL/D course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and digital texts. Through this close study of texts, students develop their awareness of the ways in which ideas and processes are represented in various forms of writing.

In the Year 12 English EAL/D course, students reinforce and extend their language skills through the close study of three types of prescribed texts drawn from prose fiction or print nonfiction, poetry or drama and film or media. Through this close study of texts, students appreciate, investigate and then explore ideas and attitudes as well as give consideration to the refined differences in language use.

Main Topics Covered

Year 11

- Module A: Language and Texts in Context focuses on comprehension, language analysis and developing students' personal, critical and creative responses through interpreting and responding to short texts. This module can represent one third of the course.
- Module B: Close Study of Text explores a substantial literary text. Students consider the information and ideas that are communicated through an effective use of language and structure. This module can represent one third of the course.
- Module C: Texts and Society examines a selection of texts that are commonly encountered in the community. Students investigate how these texts communicate information, ideas, bodies of knowledge, attitudes and belief systems. This module can represent one third of the course.

Year 12 Course

- Module A: Texts and Human Experiences prompts students to interpret and respond to texts which focus on the question of what it means to be human. This module can represent one third of the course.
- Module B: Language, Identity and Culture and Module C: Close Study of Text focus on particular aspects of shaping meaning and assessing the effectiveness of texts for different audiences and purposes. Each module can represent one quarter of the course.
- Focus on Writing is studied concurrently throughout the year to develop students' understanding and use of language in developing their own written responses. This module can represent one quarter of the course.

Particular Course Requirements

Across **Stage 6 (Year 11 and Year 12) of the English EAL/D Course** the selection of texts must give students experience of the following:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

Mathematics

Mathematics Standard 2

Course No: 11236 – Year 11 Mathematics Standard
15236 – Year 12 Mathematics Standard 2
2 units Year 11 Board Developed Course.
2 units Year 12 Board Developed Course.

Prerequisites: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus.*

Course Description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs.
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies.
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Content

The Mathematics Standard Year 11 course comprises of four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

Year 11	*Year 12*

• **Topic: Algebra**
  ○ Formulae and Equations
  ○ Linear Relationships
• **Topic: Measurement**
  ○ Applications of Measurement
  ○ Working with Time
• **Topic: Financial Mathematics**
  ○ Money Matters
• **Topic: Statistical Analysis**
  ○ Data Analysis
  ○ Relative Frequency and Probability
	• **Topic: Algebra**
	  ○ Types of Relationships
	• **Topic: Measurement**
	  ○ Non-right-angled Trigonometry
	  ○ Rates and Ratios
	• **Topic: Financial Mathematics**
	  ○ Investments and Loans
	  ○ Annuities
	• **Topic: Statistical Analysis**
	  ○ Bivariate Data Analysis
	  ○ The Normal Distribution
	• **Topic: Networks**
	  ○ Network Concepts
	  ○ Critical Path Analysis

Mathematics Advanced

Course No: 11255 – Year 11 Mathematics Advanced
15255 – Year 12 Mathematics Advanced
2 units Year 11 Board Developed Course.
2 units Year 12 Board Developed Course.

Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that the students have studied the content and achieved outcomes of the *NSW Mathematics Years 7-10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis and at least some of the content from the following substrands of Stage 5.3: Non-linear relationships and Properties of Geometrical Shapes.

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

Course Description

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

The study of Mathematics Advanced in Stage 6:

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

Content

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

Main Topics Covered

Year 11 Course	*Year 12 Course*

• **Topic: Functions**
  ○ Working with Functions
• **Topic: Trigonometric Functions**
  ○ Trigonometry and Measure of Angles
  ○ Trigonometric Functions and Identities
• **Topic: Calculus**
  ○ Introduction to Differentiation
• **Topic: Exponential and Logarithmic Functions**
  ○ Logarithms and Exponentials
• **Topic: Statistical Analysis**
  ○ Probability and Discrete Probability Distributions
	• **Topic: Functions**
	  ○ Graphing Techniques
	• **Topic: Trigonometric Functions**
	  ○ Trigonometric Functions and Graphs
	• **Topic: Calculus**
	  ○ Differential Calculus
	  ○ The Second Derivative
	  ○ Integral Calculus
	• **Topic: Financial Mathematics**
	  ○ Modelling Financial Situations
	• **Statistical Analysis**
	  ○ Descriptive Statistics and Bivariate Data Analysis
	  ○ Random Variables

Mathematics Extension 1

Course No: 11250 – Year 11 Mathematics Extension
15250 – Year 12 Mathematics Extension
1 unit Year 11 Board Developed Course.
1 unit Year 12 Board Developed Course.

Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *NSW Mathematics Years 7-10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including optional substrands: Polynomials, Logarithms, Functions and Other Graphs, Circle Geometry.

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

Course Description

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The Study of Mathematics Extension 1 in Stage 6:

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

Content

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics and Subtopics are:

Main Topics Covered

Year 11 Course	*Year 12 Course*

• **Topic: Functions**
  ○ Further work with Functions
  ○ Polynomials
• **Topic: Trigonometric Functions**
  ○ Inverse Trigonometric Functions
  ○ Further Trigonometric Identities
• **Topic: Calculus**
  ○ Rates of Change
• **Topic: Combinatorics**
  ○ Working with Combinatorics
	• **Topic: Proof**
	  ○ Proof by Mathematical Induction
	• **Topic: Vectors**
	  ○ Introduction to Vectors
	• **Topic: Trigonometric Functions**
	  ○ Trigonometric Equations
	• **Topic: Calculus**
	  ○ Further Calculus Skills
	  ○ Applications of Calculus
	• **Topic: Statistical Analysis**
	  ○ The Binomial Distribution

Mathematics Extension 2

Course No: 15260 – Year 12 Mathematics Extension 2

1 unit Year 12 Board Developed Course

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 and the Mathematics Advanced Year 12 course.
- The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum
- All students studying the Mathematics Extension 2 course will sit for an HSC examination.

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.

Content

The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:

Main Topics Covered

- **Topic: Proof**
  - The Nature of Proof
  - Further Proof by Mathematical Induction
- **Topic: Vectors**
  - Further work with Vectors
- **Topic: Complex Numbers**
  - Introduction to Complex Numbers
  - Using Complex Numbers
- **Topic: Calculus**
  - Further Integration
- **Topic: Mechanics**
  - Applications of Calculus to Mechanics

Information Processes and Technology

Course No: 11210 (Year 11) & 15210 (Year 12)

2 units for each in Year 11 and Year 12 courses

Board Developed Course

Exclusions:

Course Description

Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

Main Topics Covered

Year 11 Course

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

Year 12 Course

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

Science

Biology

Course No: 11030 – Year 11
15030 – Year 12

2 units for each of Year 11 and Year 12 courses

Board Developed Course

Exclusions: A maximum of 6 units of science can be studied in Year 11, and 7 units in Year 12 for those wishing to attempt Science Extension.

Course Description

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.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Topics Covered

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 study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

Main Topics Covered
Year 11

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

One fieldwork exercise must be completed in Year 11.

Year 12

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

Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and the Year 12 course and will occupy a minimum of 35 hours of course time (in both years), including time allocated to practical investigations in depth studies.

Both the Year 11 and Year 12 courses include a depth study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. 15 indicative hours of class time will be dedicated for the depth study in both years.

Chemistry

Course No: 11050 – Year 11
15050 – Year 12

2 units for each of Year 11 and Year 12 courses

Board Developed Course

Exclusions: A maximum of 6 units of science can be studied in Year 11, and 7 units in Year 12 for those wishing to attempt Science Extension.

Course Description

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.
The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Topics Covered

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Main Topics Covered:

Year 11

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

Year 12

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

Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and the Year 12 course and will occupy a minimum of 35 hours of course time (in both years), including time allocated to practical investigations in depth studies.

Both the Year 11 and Year 12 courses include a depth study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Fifteen indicative hours of class time will be dedicated for the depth study in both years.

Physics

Course No: 11310 – Year 11
15330 – Year 12

2 units for each of Year 11 and Year 12 courses

Board Developed Course

Exclusions: A maximum of 6 units of science can be studied in Year 11, and 7 units in Year 12 for those wishing to attempt Science Extension.

Course Description

The Physics Stage 6 course explores the study of matter and its motion through space and time, along with related concepts that include energy and force. It explores 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.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Topics Covered

This course helps students 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

Main Topics Covered:

Year 11

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

Year 12

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

Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and the Year 12 course and will occupy a minimum of 35 hours of course time (in both years), including time allocated to practical investigations in depth studies.

Both the Year 11 and Year 12 courses include a depth study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Fifteen indicative hours of class time will be dedicated for the depth study in both years.

Investigating Science

Course No: 11215 – Year 11
15215 – Year 12

2 units for each of Year 11 and Year 12 courses

Board Developed Course

Exclusions: A maximum of 6 units of science can be studied in Year 11, and 7 units in Year 12 for those wishing to attempt Science Extension.

Course Description

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.

Topics Covered

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

Main Topics Covered:

Year 11

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

Year 12

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

Particular Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and the Year 12 course and will occupy a minimum of 35 hours of course time (in both years), including time allocated to practical investigations in depth studies.

Both the Year 11 and Year 12 courses include a depth study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Thirty indicative hours of class time will be dedicated for the depth study in both years.

Science Extension

Course No: 15345 Science Extension (1 unit – Year 12)

1 unit Year 12 Board Developed Course

Prerequisites: Study of at least one of Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 and continue the study of at least one of these science courses throughout Year 12.

Corequisites: One of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Course Description

Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication.

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

Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

Content

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

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

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

Main Topics Covered

The Year 12 course consists of four modules:

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

Human Society and Its Environment

Ancient History

Course No: 11020 (Year 11) & 15020 (Year 12)

2 units for each in Year 11 and Year 12 courses
Board Developed Course

Exclusions: Nil

Course Description

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.

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

The Year 12 course is structured to provide the opportunities for students to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

Main Topics Covered

Year 11 Course

- **Part 1: Investigating Ancient History**
  - The Nature of Ancient History (ONE Option)
  - Case Studies (TWO Case Studies)
- **Part II: Features of Ancient Societies**
  - At least TWO ancient societies are to be studied.
- **Part III: Historical Investigation**
  - The investigation can be either integrated into any aspect of the Year 11 course or attempted as a standalone study, individually or collaboratively.

Year 12 Course

- **Part I: Core Study:** Cities of Vesuvius – Pompeii and Herculaneum (25%)
- **Part II:** ONE Ancient Society (25%)
- **Part III:** ONE Personality in their Times (25%)
- **Part IV:** ONE Historical Period (25%)

Particular Course Requirements

In the Year 11 course, ONE case study **must** be from Egypt, Greece, Rome or Celtic Europe and ONE case study **must** be from the Near East, Asia, the Americas or Australia. The Historical Investigation and choice of topics studied in the Year 11 course must not overlap or duplicate significantly any topic attempted for the Year 12 Ancient History or History Extension courses.

Modern History

Course No: 11270 (Year 11) & 15270 (Year 12)

2 units for each in Year 11 and Year 12 courses
Board Developed Course

Exclusions: Nil

Course Description

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.

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

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

Main Topics Covered

Year 11 Course

- **Investigating Modern History**
  - The Nature of Modern History (ONE Option)
  - Case Studies (TWO Case Studies)
- **Historical Investigation**
- **The Shaping of the Modern World**
  - (ONE study)

Year 12 Course

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

Particular Course Requirements

In the Year 11 course, students undertake at least TWO case studies. One case study must be from Europe, North America or Australia, AND One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

In the Year 12 course, students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.

Business Studies

Course No: 11040(Year 11) & 15040(Year 12)

2 units for each in Year 11 and Year 12 courses

Board Developed Course

Exclusions: Nil

Course Description

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

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

Year 11 Course

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

Year 12 Course

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

Economics

Course No: 11110(Year 11) & 15110(Year 12)

2 units for each in Year 11 and Year 12 courses

Board Developed Course

Exclusions: Nil

Course Description

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

Main Topics Covered

Year 11 Course

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

Year 12 Course

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

Geography

Course No: 11190 (Year 11) & 15190 (Year 12)

2 units for each in Year 11 and Year 12 courses

Board Developed Course

Exclusions: Nil

Course Description

The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The Year 12 course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrate the relevance of geographical study.

Year 11 Course

- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of a student's own choosing.

Year 12 Course

- Ecosystems at Risk – the functioning of ecosystems, their management and protection.
- Urban Places – study of cities and urban dynamics.
- People and Economic Activity – geographic study of economic activity in a local and global context.

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

Particular Course Requirements

Students complete a senior geography project (SGP) in Year 11 and should undertake 12 hours of fieldwork in both the Year 11 and Year 12 courses.

Legal Studies

Course No: 11220 (Year 11) & 15220 (Year 12)

2 units for each in Year 11 and Year 12 courses

Board Developed Course

Exclusions: Nil

Course Description

The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved, and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The Year 12 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.

Year 11 Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

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

Year 12 Course

- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)

Two options are chosen from:

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

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

Particular Course Requirements

No special requirements

Society and Culture

Course No: 11330 (Year 11) & 15350 (Year 12)

2 units for each in Year 11 and Year 12 courses

Board Developed Course

Exclusions: Nil

Course Description

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

Year 11 Course

- The Social and Cultural World (30%) - The interactions between persons and groups within societies
- Personal and Social Identity (40%) - Socialisation and the development of personal and social identity in a variety of social and cultural settings
- Intercultural Communication (40%) - How people in different social, cultural and environmental settings behave, communicate and perceive the world around them

Year 12 Course

- Core:
    - Personal Interest Project (30%) - The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
    - Social and Cultural Continuity and Change (30%) - An individual research project

- Depth Studies (40%) TWO will be studied from the following:
    - Popular Culture - The interconnection between popular culture, society and the individual
    - Belief Systems and Ideologies - The relationship of belief systems and ideologies to culture and identity
    - Social Inclusion and Exclusion - The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
    - Social Conformity and Nonconformity - The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

Particular Course Requirements

Completion of the Personal Interest Project.

Personal Development, Health and Physical Education

Personal Development, Health and Physical Education

Course No: 11300 (Year 11) & 15320 (Year 12)

2 units for each in Year 11 and Year 12 courses

Board Developed Course

Exclusions: Nil

Course Description

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

In the Year 12 course, student's 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 and sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Year 11 Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students select **two** of the following options:

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

Year 12 Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students select **two** of the following options:

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

Creative and Performing Arts

Music 1

Course No: 112380 (Year 11) & 15290 (Year 12)

2 units for each in Year 11 and Year 12 courses

Board Developed Course

Exclusions: Music 2 and Music Extension; 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

In the Year 11 and Year 12 courses, students study music through a wide range of learning experiences of performing, composing and listening. Students specialise in an instrument over the two years to complete a number of performing and composing tasks. The purpose of Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after school. Having access to an instrument at home would be preferable in order to meet course outcomes.

Year 11

In the Year 11 course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in the Year 11 course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

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

Year 12

In the Year 12 course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in the Year 12 course which are different from those studied in the Year 11 course or two topics which are different from those studied in the Year 11 course and one topic from the Year 11 course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

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

Main Topics Covered

Students select three topics that they wish to study in each year. Examples of topics are: Rock Music; Music for Radio, Film, Television and Multimedia; Popular Music/Music of a Culture; Music and Technology; and an Instrument and Its Repertoire.

In Year 12 students select three (3) electives that they wish to present for examination from a choice of performance, composition or musicology (theoretical study).

- Students who select performance can perform their pieces as either a soloist or as a member of an ensemble.
- Students who select composition decide which software program will suit their style of compositions to create a musical score (such as FL Studio, Cubase or Acid Pro). A portfolio may be requested by the Board of Studies to validate authorship of the submitted work.
- Students who select musicology decide which topics they wish to research for an in-depth study.

Visual Arts

Course No: 11380 (Year 11) & 15400 (Year 12)

2 units for each in Year 11 and Year 12 courses

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 art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the Year 12 course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Year 11 course is broadly focused, while the Year 12 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.

Year 11 Course learning opportunities focus on:

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

Year 12 Course learning opportunities focus on:

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

Particular Course Requirements

Year 11 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.

Year 12 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.

Content Endorsed Courses (CEC)

There is no external examination (delivered by NESA) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.

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.

Sport, Lifestyle and Recreation Studies

Content Endorsed Course

Course No: 35015 (Year 11) & 35017 (Year 12)

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

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

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

Through the course students will develop:

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

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

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

Work Studies

Content Endorsed Course

Course No: 35201 (Year 11) & 35203 (Year 12)

Exclusions: Nil

Structure of the course

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

Core - My Working Life

Modules - There are 11 elective modules, which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

Nature of the course

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

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

The Work Studies course will assist students to:

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

Glossary of Terms

Assessment

School based assessment will contribute to 50% of your Higher School Certificate (HSC) mark. Your school assessment mark will be based on your performance in assessment tasks that you have undertaken during the year. The other 50% will come from the HSC examination.

ATAR

Australian Tertiary Admission Rank. A scaled mark, based on the best 10 Board Developed accepted units of study, which informs students of their relative position compared to all other candidates. Reported on a scale of 0-100, it is the basis of admission to tertiary courses. To qualify for an ATAR, students must include at least TWO units of English. At most, TWO units of Category B subjects may be included. If a candidate repeats a unit, only the last attempt will be included in the ATAR.

NESA

NSW Educational Standards Authority, the body in NSW responsible for developing Year 11 and Year 12 courses, organising the HSC examinations, recording assessment, issuing Higher School Certificates and Records of Achievement and setting the rules and requirements for the Higher School Certificate

Board Developed Course

A course whose syllabus has been provided by NESA. It is essentially the same in all schools in the State and is assessed by public examination and by a moderated school assessment at the end of Year 12. Examples are: English Standard, Mathematics Extension, Biology, Business Studies.

Board Endorsed

(i) A course with its syllabus designed by the school to cater for Course: the special needs and interests of its students. Known as a School Endorsed Course, it is assessed internally by the school. When completed in Year 12 it appears on the Higher School Certificate.

(ii) A Content Endorsed Course (CEC) with a syllabus provided by NESA to cater for areas of special interest not covered in Board Developed Courses, and to ensure uniformity.

(iii) A VET (Vocational Educational and Training) course delivered by TAFE (CEC)

Board Endorsed courses count towards the HSC, but are not examined externally.

Credit Transfer

Allows students who have achieved a required standard in one course to apply for advanced standing in a related course offered by a different institution. BOS□TAFE and TAFE □ Universities. Advanced standing provides students with exemptions from certain subjects.

Dual Accreditation

Recognition by NESA (for the HSC) and the Vocational Education Training Accreditation Board - VETAB (for industry purposes).

Extension Courses

A course which builds on the content of the 2 Unit course, with an additional value of 1 unit. These are offered in Year 12 only, except for English and Mathematics. In these subjects a second Extension is available which goes beyond the standard of Extension 1.

Year Course

The second part of a course, usually completed in Year 12, and publicly examined. Satisfactory completion of Year 11 courses or their equivalent is a prerequisite for entry into a Higher School Certificate course.

Year 12 Requirement	To qualify for the Higher School Certificate students must study at least 12 units at the Year 11 level and at least 10 units at the HSC level, including 2 units of English and a minimum of 4 subjects.
Matriculation	To matriculate means you are eligible to apply for admission to a University. You will need to gain a UAI in most cases.
One Unit	A course of study that involves a teaching time of 2 hours per week and a value of 50 marks.
Pathways	There are various pathway provisions for students to accumulate their Higher School Certificate. The pathways provision allows flexibility in obtaining the Higher School Certificate and provides equitable access for those people who wish to combine their study with other responsibilities.
Performance Bands	Performance bands are levels of achievement in a course. Each band has a statement that describes observable and measurable features of students' knowledge, skills and understanding in a course. Band 1 indicates that performance is below minimum standard and Band 6 represents the highest level of performance.
Year 11 Course	The first part of a course, usually completed in Year 11. It is assessed at the school level and is assumed knowledge for the HSC part of the course which follows.
Subject/Course	A subject is the general name given to the area of study. A course is a particular part or program, for example: English is the subject which has courses 2U Standard, 2U Advanced, 2u Fundamentals and Extensions 1 and 2.
TVET Course	A TVET course is a VET course run by TAFE at TAFE which counts towards your HSC. The school and TAFE work together to ensure students comply with TAFE and NESA procedures.
Two Unit	A course of study that involves a teaching time of 4 hours per week and a value of 100 marks.
UAC	Universities Admissions Centre. www.uac.edu.au
VET Course	Vocational Education and Training courses allow students to gain both HSC qualifications and accreditation with industry and the workplace, as part of the national Australian Qualifications Framework (AQF). These are competency-based courses with a compulsory work placement component. Courses are available within seven Industry Frameworks. Some are delivered by schools, others by TAFE or other providers. There are both Board Developed and Board Endorsed VET courses.
Work Placement	Structured work place learning is a compulsory component of VET courses. Specific skills and competencies can be learned and demonstrated.