

# Alexandria Park Community School



## Stage 6 Years 11 & 12, 2018 Subject Guide

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## Studying for the Higher School Certificate

The Higher School Certificate (HSC) is the highest educational award in NSW schools. Your child will receive their HSC once they have successfully completed Year 11 and Year 12 (Stage 6) and satisfy all HSC course requirements.

If your child does not complete the HSC, they may still be eligible to receive a Record of School Achievement (RoSA).

### What is the HSC?

The HSC is an internationally recognised credential that provides a foundation for your child entering tertiary study, vocational training or employment.

### To receive the HSC, students must:

- Complete a minimum of 12 units of preliminary courses (usually in Year 11) followed by 10 units of HSC courses (usually in Year 12).
- Meet HSC course requirements including school based assessments and statewide HSC examinations.

### What is the RoSA?

The RoSA is the credential that formally recognises school achievement if your child leaves school before completing the HSC.

The RoSA reports Stage 5 (Year 9 and 10) and, where applicable, Stage 6 (Year 11 and 12) courses completed by the student. The RoSA credential also lists any courses commenced but not completed and the date of leaving school.

At any stage during Years 11-12 your child can obtain an up-to-date snapshot of their academic progress through a transcript called a Student eRecord. This can be accessed via the NSW Educational Standards Authority (NESA) website.

### HSC syllabus

NESA sets the NSW HSC syllabus outlining the course content to be delivered to your child by their teachers. However, it is up to each school to determine its own HSC timetable and assessment program.

You can assist your child with planning Year 11 and Year 12 studies by encouraging them to choose subjects they like, subjects they're good at and subjects that fit in with what they want to do when they leave school.

They should also talk to their teachers and their school's careers adviser to make realistic, informed subject choices.

### **Examinations**

HSC examinations are generally held from mid-October to early November each year. A timetable with key dates and the examination timetable is released each year.

If your child is late to an exam they should advise their principal immediately and get to the exam centre as soon as possible. Likewise, if they miss an exam because they have misread the timetable, your child must contact their principal immediately.

### **Disability provisions and illness/misadventure**

There are two types of assistance (disability provisions and illness or misadventure) available to students sitting HSC examinations. These are:

#### ***Disability provisions***

Disability provisions include emergency disability provisions for conditions that occur just prior to the examinations.

Practical support is available to students to access HSC examinations. Provisions assist students to read examination questions and write their answers. The provisions granted are solely determined by how the student's exam performance is affected. Examples of provisions include a reader, rest breaks and extra time. The use of any provision is not written on the student's results.

If you think your child may require support for completing the HSC examinations, please discuss the matter with the year adviser, school counsellor or teacher.

#### ***Illness or misadventure***

Illness or misadventure includes conditions that occur immediately prior to or on the day of the examinations.

If your child cannot attend an exam because of illness or misadventure, notify the school principal immediately. You must obtain documentary evidence, generally on the day of the exam, to support your child's illness/misadventure application. If they did not sit the exam this evidence must indicate why they were unable to attend.

If an application is upheld, the student will be awarded the higher of their examination mark and a mark derived from their assessment mark or unaffected components of their examination.

### **Reporting**

Your child's academic progress, from the completion of Year 10 onwards, can be viewed at any time through their Student eRecord. This can be obtained by a student through their Students Online account on the NESA website.

Your child's school will provide NESA with a result for every course they successfully complete in Stage 5 (Year 9 and Year 10) and Stage 6 (Year 11 and Year 12).

For Stage 5 (Year 9 and Year 10), a grade (A to E) is captured as outlined in the Stage 5 Course Performance Descriptors.

For Stage 6 (Year 11), a grade (A to E) is captured as outlined in the common grade scale.

For the HSC, students do not receive a 'pass' or 'fail', nor do they get a single rank or mark for all courses. The HSC results are a detailed package showing the level of knowledge and skills each student achieved in each course.

Your child will get their HSC results in December and their official testamur will be mailed to them in January.

A number of HSC results service including the HSC Results Inquiry Centre telephone hotline on 1300 13 83 23 are available.

The Universities Admissions Centre releases the Australian Tertiary Assessment Rank (ATAR) the day after the HSC results are out. This is different to the HSC result and is used for gaining entry to university.

## Course Patterns

Most courses offered for the Higher School Certificate have a 2 unit Preliminary and a 2 unit HSC Component. Each 2 unit course requires approximately 120 hours per year or 4 hours per week of classroom study.

Extension Courses are designed to build on the content of the 2 unit course and require the students to develop greater competence and understanding.

VET Courses may be counted as Preliminary or HSC Courses.

There are two types of courses:

- **Board Developed Courses**

These are the courses for which the BOSTES develops a syllabus, setting out the aims, outcomes, structure and content. Most Board Developed HSC courses, including the VET Framework courses, may contribute to the calculation of the ATAR. All Board Developed Courses are delivered at school.

Life Skills courses are Board Developed Courses that are specifically designed to meet the needs of students within the context of an individual transition-planning process. They are not examined externally and do not contribute to an ATAR. Please see the Principal if you require details of Life Skills Courses.

- **Board Endorsed Courses**

All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement. However, Board Endorsed Courses DO NOT count towards the calculation of the ATAR, as there is no external examination and assessment is school based.

Content Endorsed Courses are developed by the Board to cater for a wide candidature in areas of specific need not served by Board Developed Courses

**Content Endorsed Courses**, when completed as HSC courses, are not externally examined and have an unmoderated school assessment mark recorded on the Higher School Certificate Record of Achievement. Schools are responsible for ensuring that marks submitted to the Board are aligned to the Stage 6 Board Endorsed Course Performance Descriptions.

**English is the only compulsory Higher School Certificate subject.**

To be eligible for the award of the HSC you must satisfactorily complete at least:

- 12 units in your Preliminary study pattern (Year 11, Terms 1 – 3)
- 10 units in your HSC pattern (Year 12 – 4 terms starting Term 4 Year 11)

Both study patterns must include:

- At least six units of Board Developed courses
- At least two units of a Board Developed course in English
- At least three courses of two unit value or greater
- At least four subjects

No more than six units of Science courses can be studied in any one year.

Only one Category B subject can count in the calculation of an ATAR.

A serious attempt at the required HSC examinations must be made.

### **Late Submission/Non Completion**

Students are expected to complete all tasks by the allotted time. Where this does not happen, a Misadventure Form must be completed immediately on return to school and given to the Head Teacher of the subject, but no later than three days after the scheduled due date. If this is not possible then students must notify the school.

Failure to submit a Misadventure Form will be interpreted as an admission that the student can offer no valid reason for late assessment, (or non-attendance), and therefore a 0% mark will ensue when numerical values are used. Where alternative grading systems are applied a comparative penalty will apply.

### **Dropping Subjects**

Students entering Year 11 are required to complete at least 12 units of school-based, non-extension study. At APCS it is the policy that students studying extension, or non-school based courses, retain at least 14 units until the end of Term 1 to allow teachers, students and parents to review student progress before students drop down to the minimum Preliminary requirement of 12 units.

### **Changing Subjects**

Students wishing to change subject choices can do so within the first three weeks of Term 1 of their Preliminary study.

### ***Accumulation of the Higher School Certificate***

Students may accumulate a HSC over a five year period. The five year period will commence in the first year a student attempts a HSC examination or completes a HSC VET course.

Students accumulating a HSC will receive a Results Notice for each calendar year of study. The cumulative record will record all Preliminary and HSC courses satisfactorily completed including repeat attempts. The mark of the final attempt on a particular course is the mark counted in the ATAR.



## Australian Tertiary Admission Rank

The Australian Tertiary Admission Rank, (ATAR), is a number between 0 – 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students and assists institutions to rank applicants for tertiary selection. **It is calculated by the institutions and released by UAC. The ATAR is a rank not a mark.**

To be eligible for an ATAR you must satisfactorily complete at least 10 units of ATAR courses including at least 2 units of English and 8 units of Category A courses. The ATAR is based on an aggregate of scaled marks in ten units of ATAR courses comprising:

- The best two units of English
- The best eight units from the remaining units, subject to the provision that no more than two units of Category B courses are included.

## Assessment and Reporting

The HSC is based on a standards referenced framework. Student performance is assessed and reported against standards of achievement established for each course.

School based assessment tasks constitute 50% of the HSC mark. The other 50% comes from the HSC examination. The HSC mark for 2 unit courses is reported on a scale of 0 to 100. A mark of 50 represents the minimum standard expected. There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6 corresponds to the highest level of achievement.

## Summary of Courses

### Course List

The following table identifies that courses that are offered for selection at Alexandria Park for 2018. The courses that are actually offered is determined by student interest and needs, and school resources.

<b>FACULTY</b>	<b>Units</b>	<b>ATAR</b>
<b>ENGLISH</b>		
English Advanced	2 units in Year 11 and 12	Yes
English Standard	2 units in Year 11 and 12	Yes
English Studies*	2 units in Year 11 and 12	Not BEC*
EAL/D	2 units in Year 11 and 12	Yes
Preliminary Extension 1	1 unit in Year 11 only	Yes
HSC Extension 1	1 unit in Year 12 only	Yes
HSC Extension 2	1 unit in Year 12 only	Yes
<b>MATHEMATICS</b>		
Mathematics Standard 1	2 units in Year 11 and 12	Yes
Mathematics Standard 2	2 units in Year 11 and 12	Not CEC*
Mathematics 2 Unit	2 units in Year 11 and 12	Yes
Maths Extension 1	1 unit in Year 11 and 12	Yes
Maths Extension 2	2 units in Year 12 only	Yes
<b>SCIENCE</b>		
Biology	2 units in Year 11 and 12	Yes
Chemistry	2 units in Year 11 and 12	Yes
Earth and Environmental Science	2 units in Year 11 and 12	Yes
Physics	2 units in Year 11 and 12	Yes
<b>HUMAN SOCIETY &amp; ITS ENVIRONMENT (HSIE)</b>		
Aboriginal Studies	2 units in Year 11 and 12	Yes
Ancient History	2 units in Year 11 and 12	Yes
Business Studies	2 units in Year 11 and 12	Yes
Economics	2 units in Year 11 and 12	Yes
Legal Studies	2 units in Year 11 and 12	Yes
Modern History	2 units in Year 11 and 12	Yes
Work Studies*	2 unit in Year 11 and 12	Not BEC*

HSC History Extension	<i>1 unit in Year 12 only</i>	Yes
<b>TECHNOLOGY</b>		
Design & Technology	2 units in Year 11 and 12	Yes
Hospitality Food and Beverages	2 units in Year 11 and 12	Yes
Engineering	2 units in Year 11 and 12	Yes
<b>CREATIVE ARTS</b>		
Visual Arts	2 units in Year 11 and 12	Yes
Music 1	2 units in Year 11 and 12	Yes
<b>PERSONAL DEVELOPMENT&amp; HEALTH &amp;PHYSICAL</b>		
Family and Community Studies		
Personal Development, Health and Physical	2 units in Year 11 and 12	Yes
Sport, Lifestyle & Recreation*	2 units in Year 11 & 12	No BEC*

\* BEC – Board Endorsed Course

\* CEC - Content Endorsed Course

# English Courses

## English Standard

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

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

### Course Description

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

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

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

### Content

#### Year 11

The course has two sections:

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

#### Year 12

The course has two sections:

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

**Course Requirements**

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

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

**Year 11**

Students are required to study:

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

**Year 12**

Students are required to study:

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

## English Advanced

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**Exclusions:** English Standard; English Studies; English EAL/D

### Course Description

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

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

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

### Content

#### Year 11

The course has two sections:

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

#### Year 12

The course has two sections:

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

### Course Requirements

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

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

### **Year 11**

Students are required to study:

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

### **Year 12**

Students are required to study:

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

## English Extension

1 unit for Year 11 (Preliminary) and Year 12 (HSC).  
Board Developed Course.

### Prerequisites:

(a) English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

**Exclusions:** English Standard; English Studies; English EAL/D.

### Course Description

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

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

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

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

### Content

#### Year 11

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

#### Year 12

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

The electives are

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

English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

### Course Requirements



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

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

### Year 11

Students are required to:

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

### Year 12

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

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

In the English Extension 2 course students are required to:

Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia.

## English EAL/D

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**Exclusions:** English Advanced; English Standard; English Studies; English Extension

**Eligibility rules apply.** The English EAL/D course is for students who have been educated in English for five years or less, either in Australia or overseas. The eligibility rules for this course are available on the [ACE website](#).

### Course Description

In the English EAL/D Year 11 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, digital and media, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.

In the English EAL/D Year 12 course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama; film or media or nonfiction. Through this close study of texts, students develop and apply skills in synthesis.

In this course, students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational, and vocational lives.

### Content

#### Year 11

Students study 3–4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are *Language and Texts in Context*, *Close Study of Text* and *Texts and Society*.

Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students.

#### Year 12

Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

The fourth module, *Focus on Writing*, is studied concurrently throughout the year to develop students understanding and use of language in developing their own written responses.

### Course Requirements

Across the English EAL/D Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts

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

### Year 11

Students are required to:

- study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- engage in regular wide reading connected to, and described in, each of the modules
- engage in speaking and listening components in each module.

### Year 12

Students are required to:

- study at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry **or** drama; film **or** media **or** nonfiction texts
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- study at least one related text in *Module A: Texts and Human Experiences*
- engage in speaking and listening components in each module.

## English Studies

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

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

### Course Entry Guidelines

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.
- Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses.
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC.
- The status of ATAR eligibility is not yet determined.

### Course Description

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

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

### Content

#### Year 11

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

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

Students may also study an optional teacher-developed module.

#### Year 12

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

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

Students may also study an optional teacher-developed module.

### **Course Requirements**

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

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

### **Year 11 and Year 12**

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

### **Year 12**

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

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

## Mathematics

### Mathematics Standard 1

2 units Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

#### Prerequisites:

The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability.

#### Exclusions:

Students may **not** study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

#### 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.
- Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol  $\diamond$ .
- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. The status of ATAR eligibility is not yet determined.
- 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 1 in Stage 6:

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

## **Content**

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

### **Year 11**

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

### **Year 12**

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Right-angled Triangles
- Rates
- Scale Drawings

Topic: Financial Mathematics

- Investment
- Depreciation and Loans  
Topic: Statistical Analysis
- Further Statistical Analysis  
Topic: Networks
- Networks and Paths



## Mathematics Standard 2

2 units Year 11 (Preliminary) and Year 12 (HSC).

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* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume
- some content from Equations
- some content from Probability.

### Exclusions:

Students may **not** study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.

Students who have followed the Mathematics Standard pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.

### 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**

##### Topic: Algebra

- Formulae and Equations
- Linear Relationships

##### Topic: Measurement

- Applications of Measurement
- Working with Time

##### Topic: Financial Mathematics

- Money Matters

##### Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

#### **Year 12**

##### Topic: Algebra

- Types of Relationships

##### Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

##### Topic: Financial Mathematics

- Investments and Loans
- Annuities

##### Topic: Statistical Analysis

- Bivariate Data Analysis
  - The Normal Distribution
- Topic: Networks
- Network Concepts
  - Critical Path Analysis

## Mathematics 2 Unit

2 units for each of Preliminary and HSC

Board Developed Course

**Prerequisites:** For students who intend to study the Mathematics course, it is recommended that they study the topics *Real Numbers*, *Algebraic Techniques* and *Coordinate Geometry* as well as at least some of *Trigonometry* and *Deductive Geometry* from Stage 5.3 (identified by §) of *Mathematics Years 7–10 Syllabus*, if not all of the content.

**Exclusions:** General Mathematics

### Course Description

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

### Main Topics Covered

#### Preliminary Course

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry – geometrical properties
- Tangent to a curve and derivative of a function

#### HSC Course

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications

## Mathematics Extension 1

1 unit in each of Preliminary (*Preliminary Mathematics Extension*) and HSC

Board Developed Course

**Prerequisites:** For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) *Curve Sketching and Polynomials, Functions and Logarithms*, and *Circle Geometry of Mathematics Years 7–10 Syllabus*.

**Exclusions:** General Mathematics

### Course Description

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

### Main Topics Covered

#### Preliminary Course

- Other inequalities
- Further geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Mathematics Preliminary course topics

#### HSC Course

- Methods of integration
- Primitive of  $\sin^2 x$  and  $\cos^2 x$
- Equation
- Velocity and acceleration as a function of  $x$
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation

- Harder applications of Mathematics HSC course topics

## **Mathematics Extension 2**

1 unit for the HSC

Board Developed Course

The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

**Exclusions:** General Mathematics

### **Course Description**

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

### **Main Topics Covered**

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 topics

# Science Courses

## Biology

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**Exclusions:** Nil

### Course Description

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

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

### Content

#### Year 11

The Year 11 course consists of four modules.

**Module 1** Cells as the Basis of Life

**Module 2** Organisation of Living Things

**Module 3** Biological Diversity

**Module 4** Ecosystem Dynamics

#### Year 12

The Year 12 course consists of four modules.

**Module 5** Heredity

**Module 6** Genetic Change

**Module 7** Infectious Disease

**Module 8** Non-infectious Disease and Disorders

### Course Requirements



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

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

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

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

## Chemistry

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**Exclusions:** Nil

### Course Description

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

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

### Content

#### Year 11

The Year 11 course consists of four modules.

**Module 1** Properties and Structure of Matter

**Module 2** Introduction to Quantitative Chemistry

**Module 3** Reactive Chemistry

**Module 4** Drivers of Reactions

#### Year 12

The Year 12 course consists of four modules.

**Module 5** Equilibrium and Acid Reactions

**Module 6** Acid/base Reactions

**Module 7** Organic Chemistry

**Module 8** Applying Chemical Ideas

### Course Requirements

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

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

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

## **Earth and Environmental Science**

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**Exclusions:** Nil

### **Course Description**

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

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

### **Content**

#### **Year 11**

The Year 11 course consists of four modules.

**Module 1** Earth's Resources

**Module 2** Plate Tectonics

**Module 3** Energy Transformations

**Module 4** Human Impacts

#### **Year 12**

The Year 12 course consists of four modules.

**Module 5** Earth's Processes

**Module 6** Hazards

**Module 7** Climate Science

**Module 8** Resource Management

### **Course Requirements**

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

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

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

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

## Physics

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**Exclusions:** Nil

### Course Description

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

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

### Content

#### Year 11

The Year 11 course consists of four modules.

**Module 1** Kinematics

**Module 2** Dynamics

**Module 3** Waves and Thermodynamics

**Module 4** Electricity and Magnetism

#### Year 12

The Year 12 course consists of four modules.

**Module 5** Advanced Mechanics

**Module 6** Electromagnetism

**Module 7** The Nature of Light

**Module 8** From the Universe to the Atom

### Course Requirements

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

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

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

# Human Society and its Environment (HSIE) Courses

## Aboriginal Studies

2 units for Year 11 (Preliminary) and Year 12 (HSC)

### Course Description

The Year 11 course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

The Year 12 course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

### Main Topics Covered

#### Year 11 Course

- Part I: Aboriginality and the Land
- Part II: Heritage and Identity
- Comparative Study
- Part IV: Research and Inquiry Methods: Local Community Case Study

#### Year 12 Course

- Part I – Social Justice and Human Rights Issues
  - A Global Perspective  
Global understanding of human rights and social justice  
AND
  - B Comparative Study
- Part II – Case Study of an Aboriginal community for each topic
  - A Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses  
OR
  - B Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- Part III – Research and Inquiry Methods – Major Project (30%)  
Choice of project topic based on student interest.



**Particular Course Requirements**

In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

## **Ancient History**

2 units for Year 11 (Preliminary) and Year 12 (HSC).

### **Course Description**

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

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

### **Year 11**

The Year 11 course comprises three sections.

1. Investigating Ancient History
2. Features of Ancient Societies (40 indicative hours).
3. Historical Investigation (20 indicative hours)

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

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

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

### **Year 12**

The Year 12 course comprises four sections.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- One 'Ancient Societies' topic
- One 'Personalities in their Times' topic
- One 'Historical Periods' topic

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

### **Year 12**

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

- Egypt, Near East, China, Greece or Rome

## **Business Studies**

2 units for Year 11 (Preliminary) and Year 12 (HSC)

### **Course Description**

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students 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 – the role and nature of business
- Business management – the nature and responsibilities of management
- Business planning– establishing and planning a small to medium enterprise

### **Year 12 Course**

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

## **Economics**

2 units for Year 11 (Preliminary) and Year 12 (HSC)

### **Course Description**

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes 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.
- Economic Policies and Management – the range of policies to manage the economy.

## History Extension

1 unit for Year 12 (HSC).

### Prerequisites:

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

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

### Course Description

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

The course comprises two sections.

#### 1. Constructing History

##### Key Questions:

Who are historians?

What are the purposes of history?

How has history been constructed, recorded and presented over time?

Why have approaches to history changed over time?

##### Case Studies:

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

#### 2. History Project

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

The course requires students to undertake:

One case study

The development of one History Project.

## Legal Studies

2 units for Year 11 (Preliminary) and Year 12 (HSC)

### 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 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.

### Year 11 Course

- Part I – The Legal System
- Part II – The Individual and the Law
- Part III – The Law in Practice

### Year 12 Course

- Core Part I: Crime
- Core Part II: Human Rights
- Part III: Two options

**Two** options are chosen from:

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

## **Modern History**

2 units for Year 11 (Preliminary) and Year 12 (HSC)

### **Course Description**

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

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

### **Year 11**

The Year 11 course comprises three sections.

1. Investigating Modern History including two case studies.
2. Historical Investigation on a topic of student interest
3. The Shaping of the Modern World

In the Year 11 course, students undertake at least two case studies. Examples could include but are not limited to: The French Revolution, The Cuban Revolution, Apartheid in South Africa, The Romanovs.

### **Year 12**

The Year 12 course comprises four sections.

Core Study: Power and Authority in the Modern World 1919–1946

One 'National Studies' topic: Example: Russia

One 'Peace and Conflict' topic: Example: The Cold War

One 'Change in the Modern World' topic: Example: The Cultural Revolution to Tiananmen Square 1966–1989.

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

## Work Studies

### Structure of the course

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

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

Core - My Working Life

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

### 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.



# Personal Development & Health & Physical Education (PDHPE) Courses

## Community and Family Studies

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description

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

### Main Topics Covered

#### Preliminary Course

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

#### HSC Course

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

#### HSC Option Modules

Select **one** of the following (approximately 25% of course time):

- **Family and Societal Interactions** Government and community structures that support and protect family members throughout their lifespan.
- **Social Impact of Technology** The impact of evolving technologies on individuals and lifestyle.

- **Individuals and Work** Contemporary issues confronting individuals as they manage roles within both their family and work environments.

**Particular Course Requirements**

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

## Personal Development, Health and Physical Education

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description

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

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

### Preliminary 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

### HSC 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

### **Particular Course Requirements**

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

## **Sport, Lifestyle and Recreation Studies**

Content Endorsed Course

### **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 self and others.

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

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

# Technology Courses

## Design and Technology

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

### Main Topics Covered

#### Preliminary Course

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

#### HSC Course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

### Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

## 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.

### Main Topics Covered

#### Preliminary Course

Students undertake the study of 4 compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
- one focus module relating to the field of Biomedical engineering.

#### HSC Course

Students undertake the study of 4 compulsory modules:

- two application modules relating to the fields of Civil structures and Personal and public transport
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

### Particular Course Requirements

#### Engineering Report

##### Preliminary Course

Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

##### HSC Course

Students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.



# Creative Arts Courses

## 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 Board of Studies to validate authorship of the submitted work.

## 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 artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. 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 focus and interest in their work
- building understandings over time through various investigations and 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 and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

### 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.

## Vocational Education and Training (VET) Courses

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 Education Standards Authority (NESA) and are based on national training packages.

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

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

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or occasionally simulated workplace hours at school.

Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations therefore can't count in the calculations of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

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 they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

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

Students will receive documentation showing the competencies achieved for the VET course undertaken.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements

## Hospitality Food and Beverage

Public Schools NSW, Ultimo Registered Training Organisation 90072  
**HOSPITALITY FOOD and BEVERAGE COURSE DESCRIPTION 2018**

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

Notification of variations will be made in due time.

Course: **Hospitality - Food and Beverage** (240 indicative hours)  
 units in total  
 Board Developed Course  
 (ATAR)

4 Preliminary and/or HSC

Category B status for Australian Tertiary Admission Rank

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

### SIT20316 Certificate II in Hospitality

#### Units of Competency

##### Core

- BSBWOR203 Work effectively with others
- SITHIND002 Source and use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively
- SITXCCS003 Interact with customers
- SITXCOM002 Show Social and Cultural sensitivity
- SITXWHS001 Participate in safe work practices

##### Electives

- SITHACS001 Clean premises and equipment
- SITXCOM001 Source and present information
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITXFSA201 Participate in safe food handling practices
- BSBSUS201A Participate in environmentally sustainable work practices
- SITHFAB203 Prepare and serve non-alcoholic beverages
- SITXFSA001 Use hygienic practices for food safety

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

#### Pathways to Industry

Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:

- Supporting and working with colleagues to meet goals and provide a high level of customer service
- prepare menus, managing resources, preparing, cooking and serving a range of dishes

#### Examples of occupations in the hospitality industry:

- breakfast cook
- barista
- trainee chef
- café assistant
- short order cook
- fast food cook

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

#### Competency – Based Assessment

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

**Appeals** Students may lodge an appeal about assessment decisions through their VET teacher.

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

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

<b>Course Costs: \$60</b>	<b>Please see your VET teacher to enquire about financial assistance</b>
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A school-based traineeship and apprenticeship are available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>
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Exclusions - VET course exclusions can be checked on the NESA website at <a href="http://www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html">www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html</a>
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## Subject Selection Form for Year 11 2018 - Example

Name: *Example Smith*

### 1. ATAR

Indicate if you intend on gaining an ATAR to be able to apply to university

<input checked="" type="checkbox"/>	ATAR Pathway		Non-ATAR Pathway
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### 2. English

Express your preferred English course on the list below. English is compulsory. Your final subject placement will be negotiated with the English department.

	Advanced English		EAL/D
<input checked="" type="checkbox"/>	Standard English		English Studies

### 3. Maths

Express your preferred Maths course on the list below. Your final subject placement will be negotiated with the Maths department.

<input checked="" type="checkbox"/>	Mathematics 2U		Maths Standard 2
	Maths Standard 1		No Maths

### 4. Extension Subjects

Indicate if you would like to select one or more extension subjects by ticking the box

<input checked="" type="checkbox"/>	Extension Maths		Extension English
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### 5. Electives

List eight elective courses you would like to study **in order of preference**. Even though you will only be placed in 5 elective classes, it is important that you list all eight in case some of your choices are unavailable. **Do not include English or maths courses** selected above. Refer to the example on the reverse.

<b>1</b>	<i>Modern History</i>		<b>5</b> <i>Physics</i>
<b>2</b>	<i>Biology</i>		<b>6</b> <i>Design and technology</i>
<b>3</b>	<i>Food Technology</i>		<b>7</b> <i>Business Studies</i>
<b>4</b>	<i>Aboriginal Studies</i>		<b>8</b> <i>Chemistry</i>

### 6. Community Languages

Indicate if you wish to study a language of your heritage through Open High or Saturday School Language Program.

	Community Language
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Student Signature: \_\_\_\_\_ Parent signature: \_\_\_\_\_

# Subject Selection Form for Year 11 2018



Name: \_\_\_\_\_

## 1. ATAR

Indicate if you intend on gaining an ATAR to be able to apply to university

<input type="checkbox"/>	ATAR Pathway	<input type="checkbox"/>	Non-ATAR Pathway
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## 2. English

Express your preferred English course on the list below. English is compulsory. Your final subject placement will be negotiated with the English department.

<input type="checkbox"/>	Advanced English	<input type="checkbox"/>	EAL/D
<input type="checkbox"/>	Standard English	<input type="checkbox"/>	English Studies (Non-Atar)

## 3. Maths

Express your preferred Maths course on the list below. Your final subject placement will be negotiated with the Maths department.

<input type="checkbox"/>	Mathematics 2U	<input type="checkbox"/>	Maths Standard 2
<input type="checkbox"/>	Maths Standard 1	<input type="checkbox"/>	No Maths

## 4. Extension Subjects

Indicate if you would like to select one or more extension subjects by ticking the box

<input type="checkbox"/>	Extension Maths	<input type="checkbox"/>	Extension English
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## 5. Electives

List eight electives courses you would like to study **in order of preference**. Even though you will only be placed in 5 elective classes, it is important that you list all eight in case some of your choices are unavailable. **Do not include English or mathematics courses** selected above. Refer to the example on the reverse.

<b>1</b>		<b>5</b>	
<b>2</b>		<b>6</b>	
<b>3</b>		<b>7</b>	
<b>4</b>		<b>8</b>	

## 6. Community Languages

Indicate if you wish to study a language of your heritage through Open High or Saturday School Language Program.

<input type="checkbox"/>	Community Language
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Student Signature: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Please return completed form to your Year Adviser by Tuesday 15<sup>th</sup> August