



Stage 6 Subject Guide Year 11 2024



Alexandria Park Community School is on Cadigal Land



Choosing Your Subjects Checklist

- Read this book carefully.
- Talk to your teachers for advice on which course is right for you.
- Talk to your parents/carers and discuss future goals and options.
- Choose courses on interest, ability and need.
- Do not choose courses because of 'scaling' - you will always do better in the courses that are right for you.
- Connect with the Careers advisor Ms Betar about study patterns and post-school opportunities.
- Decide the most appropriate course of study pathway for your requirements.
- Check that your choices meet the HSC and/or ATAR requirements.
- Be realistic about how many subjects with Major Works you can successfully achieve.
- Be realistic in considering your commitments, time availability and other responsibilities.

What now?

Use the Edval Choice Code unique to you to choose your subjects for Year 11.

Remember these are in priority order, so choose your top priority first, then your next priority etc.

Remember - not all courses will run in 2024 depending on student numbers, so your priority order will be considered.



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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 Year 11 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 state-wide HSC examinations.
- Meet the minimum standards requirements in:
 - Numeracy,
 - Reading, and
 - Writing.

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 Year 11 study pattern (Year 11, Terms 1 – 3).
- 10 units in your HSC pattern (Year 12 – 4 terms starting Term 4 Year 11).
- Meet the minimum standards requirements in Numeracy, Reading and Writing.

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 Year 11 and seven units in Year 12.

Only one Category B subject can count in the calculation of an ATAR. A serious attempt at the required HSC examinations must be made.

What are the Minimum Standards?

From 2020, students in NSW will need to demonstrate a minimum standard of literacy and numeracy to receive their Higher School Certificate (HSC).

The HSC minimum standard online tests are each 45 minutes long, and include:

- a multiple-choice test for reading;
- a multiple-choice test for numeracy; and
- a test for writing (around 500 words) based on a written or visual prompt.

These tests are based around the Australian Core Skills Framework and the minimum standard is set at level 3. This means that students who demonstrate the standard have the basic functional skills used in everyday life, for work and further study.

Students have two opportunities each year to sit these online tests, from Year 10 until Year 12. Students will also be able to complete the tests for up to five years after starting HSC.

There are practice tests available to complete at school and demonstration questions online on the NSW Education Standards Authority website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

At APCS those students who do not fulfil the requirements in Year 10 will be given opportunities to sit these tests at organised times throughout years 11 and 12.

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 (NESAs) 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.

To receive the HSC, students must:

- Complete HSC 'All My Own Work'.
- Demonstrate 'diligence and sustained effort'.
- Meet the mandatory attendance requirements generally set at above 85%.

- Meet the minimum standards requirement in:
 - Numeracy,
 - Reading, and
 - Writing.

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 NESAs website.

Your child's school will provide NESAs 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 services 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 Year 11 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 Year 11 or HSC Courses. There are two types of courses:

1. 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.

2. 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.



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 13 units until the end of Term 1 to allow teachers, students and parents to review student progress before students drop down to the minimum Year 11 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 Year 11 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 Year 11 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.



English Courses

English Standard

2 units Year 11 and Year 12

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:

1. 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.
2. 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:

1. 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.
2. 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 Year 11 and Year 12

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:

1. 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.
2. 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:

1. 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.
2. 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 Year 11 and Year 12

Prerequisites:

- English Advanced.
- English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12.
- 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:

1. Literary Homelands.
2. Worlds of Upheaval.
3. Reimagined Worlds.
4. Literary Mindscapes.
5. Intersecting Worlds.

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 (Year 12 only) 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.

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.

English EAL/D

1 unit Year 11 and Year 12

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



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 response.

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

1 unit Year 11 and Year 12

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

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.

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 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.
- 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.
- 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 Courses

Numeracy Stage 6

2 units Year 11 and Year 12

Course Description

The Numeracy Stage 6 CEC Syllabus focuses on the development of functional numeracy skills and is structured as a 2-unit course that allows flexible delivery as a 120 hour course for Year 11, or as a 240 hour course across Years 11 and 12.

Content

Year 11

The Year 11 course (120 hours) is organised into two modules, which are divided into content areas.

The Year 11 course is undertaken by all students intending to study the Year 12 Numeracy course.

Module 1

Content Areas

- **1.1** - Whole numbers.
- **1.2** - Operations with whole numbers.
- **1.3** - Distance, area and volume.
- **1.4** - Time.
- **1.5** - Data, graphs and tables.

Module 2

Content Areas

- **2.1** - Fractions and decimals.
- **2.2** - Operations with fractions and decimals.
- **2.3** - Metric relationships.
- **2.4** - Length, mass and capacity.
- **2.5** - Chance.

Year 12

The Year 12 course (240 hours) is organised into two modules, which are divided into content areas.

Module 3

Content Areas

- **3.1** - Percentages.
- **3.2** - Operations with numbers.
- **3.3** - Finance.
- **3.4** - Location, time and temperature
- **3.5** - Space and design.

Module 4

Content Areas

- **4.1** - Rates and ratios.
- **4.2** - Statistics and probability.
- **4.3** - Exploring with NRM.

Assessment and Reporting

For this course students do not sit a HSC exam. Assessment is school-based in line with NESAs requirements. This course does not contribute to an ATAR.

Mathematics Standard

2 units Year 11 and Year 12

Prerequisites: The Mathematics Standard 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, specifically the content and outcomes of all substrands of Stage 5.1 Mathematics course and most substrands of the Stage 5.2 course.

Year 12: Standard 1 and Standard 2

In Year 12, students can elect to study either the Standard 1 course (Category B) or the Standard 2 course (Category A).

Course Description

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. This course offers students the opportunity to prepare for post-school options of employment or further training.



Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide.

The course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Content

This course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner.

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard Syllabus.

Year 11 Standard (ALL students)

- Algebra
 - Formulae and Equations
 - Linear Relationships
- Measurement
 - Applications of Measurement
 - Working with Time
- Financial Mathematics
 - Money Matters
- Statistical Analysis
 - Data Analysis
 - Relative Frequency and Probability

Year 12 Standard 1

- Algebra
 - Types of Relationships
- Measurement
 - Right-angled Triangles
 - Rates
 - Scale Drawings
- Financial Mathematics
 - Investment
 - Depreciation and Loans
- Statistical Analysis
 - Further Statistical Analysis
- Networks:
 - Networks and Paths

Year 12 Standard 2

- Algebra
 - Types of Relationships
- Measurement
 - Non-right-angled Triangles
 - Rates and Ratios
- Financial Mathematics
 - Investment and Loans
 - Annuities
- Statistical Analysis
 - Bivariate Data Analysis
 - The Normal Distribution
- Networks
 - Network Concepts
 - Critical Path Analysis

External HSC Examination

Year 12 Mathematics Standard 1 (Category B)

Students studying Mathematics Standard 1 may elect to undertake the optional HSC examination. This exam will be different to the Year 12 Mathematics Standard 2 exam.

Should a student seek an Australian Tertiary Admission Rank (ATAR), the examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the calculation of the ATAR.

Year 12 Mathematics Standard 2 (Category A)

All students studying the Mathematics Standard 2 course will sit for the HSC examination. The examination will consist of a written paper worth 100 marks. The time allowed is 2 hours and 30 minutes.

A reference sheet will be provided. Section I (15 marks) will be objective response questions, Section II (85 marks) questions may contain parts, with 35 to 40 items and at least two items will be worth 4 or 5 marks.

School-based Assessment

Year 11 Mathematics Standard

Three Assessment tasks which includes ONE assignment or investigation style task and the yearly examination.



Year 12 Mathematics Standard

Four Assessment tasks which includes ONE assignment or investigation style task and the Trial HSC examination.

Mathematics Advanced

2 units Year 11 and Year 12

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

In particular, the content and outcomes from the Stage 5.3 course or high performance results in the Stage 5.2 course.

Course Description

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role.

It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

The Mathematics Stage 6 courses, in particular Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2, form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts.

These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning.

The introductory concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications.

Content

This course provides students with the opportunity to develop their knowledge, understanding and skills in mathematics and working mathematically.

Students have the opportunity to develop ways of thinking and use mathematics as a powerful way of viewing and modelling the world to investigate patterns, order, generality and uncertainty.

The star (★) symbolises common content with the Mathematics Standard course.

Year 11

- Functions
 - Working with Functions ★
- Trigonometric Functions
 - Trigonometry and Measure of Angles ★
 - Trigonometric Functions and Identities
- Calculus
 - Introduction to Differentiation
- Exponential and Logarithmic Functions
 - Logarithms and Exponentials
- Statistical Analysis
 - Probability and Discrete Probability Distributions ★

Year 12

- Functions
 - Graphing Techniques ★
- Trigonometric Functions
 - Trigonometric Functions and Graphs
- Calculus
 - Differential Calculus
 - The Second Derivative
 - Integral Calculus ★



- Financial Mathematics
 - Modelling Financial Situations ★
- Statistical Analysis
 - Descriptive Statistics and Bivariate Data Analysis ★
 - Random Variables ★

HSC External Examination

All students studying the Mathematics Advanced course will sit the HSC examination.

The Mathematics Advanced examination will focus on the course objectives and the Year 12 outcomes and the Year 11 course is assumed knowledge and may be assessed.

The examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 10 minutes reading time. A reference sheet will be provided.

Section I (10 marks) will be objective response questions. Section II (90 marks) may contain parts, with 37 to 42 items and at least two items will be worth 4 or 5 marks.

School-based Assessment

Year 11 Mathematics Advanced

Three Assessment tasks which includes ONE assignment or investigation style task and the yearly examination.

Year 12 Mathematics Advanced

Four Assessment tasks which includes ONE assignment or investigation style task and the Trial HSC examination.

Mathematics Extension 1

2 units Year 11 and Year 12

Students studying one or both Extension courses must study both Mathematics Advanced Year 11 and Mathematics Extension 1 Year 11 courses before undertaking the study of Mathematics Extension 1 Year 12, or both Mathematics Extension 1 Year 12 and Mathematics Extension 2 Year 12.

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 Year 7 – 10 Syllabus and achieved at a high level in the Mathematics 5.3 course.

Course Description

The Mathematics Stage 6 courses, in particular Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2, form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts.

These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning.

The introductory concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications.

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics.

The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

Mathematics Extension 1 provides a basis for progression to further study in Mathematics or related disciplines in which Mathematics has a vital role at a tertiary level.

An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.



Content

This course provides students with the opportunity to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.

Students have the opportunity to develop rigorous mathematical arguments and proofs and use mathematical models extensively.

Students develop their awareness of the interconnected nature of mathematics, its beauty and its functionality.

Year 11

- Functions
 - Further Work with Functions
 - Polynomials
- Trigonometric Functions
 - Inverse Trigonometric Functions
 - Further Trigonometric Identities
- Calculus
 - Rates of Change
- Combinatorics
 - Working with Combinatorics

Year 12

- Proof
 - Proof by Mathematical Induction
- Vectors
 - Introduction to Vectors
- Trigonometric Functions
 - Trigonometric Equations
- Calculus
 - Further Calculus Skills
 - Applications of Calculus
- Statistical Analysis
 - The Binomial Distribution

HSC External Examination

All students studying the Mathematics Extension 1 course will sit the HSC examination.

The Mathematics Extension 1 examination will focus on the course objectives and the Year 12 outcomes and the Year 11 course is assumed knowledge and may be assessed.

The examination will consist of a written paper worth 70 marks.

The time allowed is 2 hours plus 10 minutes reading time. A reference sheet will be provided.

Section 1 (10 marks) will be objective response questions.

Section II (60 marks) may contain parts with 23 to 28 items and at least one item will be worth 4 or 5 marks.

School-based Assessment

Year 11 Mathematics Extension 1

Three Assessment tasks which includes ONE assignment or investigation style task and the yearly examination.

Year 12 Mathematics Extension 1

Four Assessment tasks which includes ONE assignment or investigation style task and the Trial HSC examination.



Science and TAS Courses

Biology

2 units Year 11 and Year 12

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.

Content Organisation



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.

They 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 Year 11 and Year 12

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

Content Organisation



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 & Environmental Science

2 units Year 11 and Year 12

Exclusions: Nil

Course Description

The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time.

Through applying Working Scientifically skills processes, the course aims to examine how earth and environmental science models and practices are used and developed.

Content Organisation



Course Requirements

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, including time allocated to practical investigations in depth studies.

One fieldwork exercise must be included in Year 11 and one in Year 12.

Depth Study Assessment Tasks

- A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.
- At least one depth study must be included in both Year 11 and Year 12.

Physics

2 units Year 11 and Year 12

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

Content Organisation



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.



HSIE Courses

Aboriginal Studies

2 units Year 11 and Year 12

Exclusions: Nil

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.

Content

Year 11

The Year 11 course consists of four parts.

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

Year 12

The Year 12 course consists of three parts.

- **Part I** – Social Justice and Human Rights Issues. Complete both parts.

A. Global Perspective – Global understanding of human rights and social justice.

B. Comparative Study.

- **Part II** – Case Study of an Aboriginal community for each topic. Choose one.

A. Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses.

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.

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 Year 11 and Year 12

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.

Content

Year 11

The Year 11 course consists of three parts.

- **Part I** - Investigating Ancient History.
- **Part II** - Features of Ancient Societies (40 indicative hours).
- **Part III** - 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.

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

Year 12

The Year 12 course consists of four parts.

- **Part I** - Core Study: Cities of Vesuvius – Pompeii and Herculaneum.
- **Part II** - One 'Ancient Societies' topic.
- **Part III** - One 'Personalities in their Times' topic.
- **Part IV** - 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 Year 11 and Year 12

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.

Content

Year 11

The Year 11 course consists of three parts.

- **Part I** - Nature of business – the role and nature of business.
- **Part II** - Business management – the nature and responsibilities of management.
- **Part III** - Business planning – establishing and planning a small to medium enterprise.

Year 12

The Year 12 course consists of four parts.

- **Part I** – Operations – strategies for effective operations management.
- **Part II** – Marketing – development and implementation of successful marketing strategies.
- **Part III** – Finance – financial information in the planning and management of business.
- **Part IV** – Human resources – human resource management and business performance.



Economics

2 units Year 11 and Year 12

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.

Content

Year 11

The Year 11 course consists of six parts.

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

Year 12

The Year 12 course consists of four parts.

- **Part I** – The Global Economy – Features of the global economy and globalisation.
- **Part II** - Australia's Place in the Global Economy – Australia's trade and finance.

- **Part III** - Economic Issues – issues including growth, unemployment, inflation, wealth and management.
- **Part IV** - Economic Policies and Management – the range of policies to manage the economy.

Geography

2 units Year 11 and Year 12

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 HSC course enables students to appreciate geographical perspectives about the contemporary world.

There are specific studies about biophysical and human processes, interactions and trends.

Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

Content

Year 11

The Year 11 course consists of three parts.

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



Year 12

The Year 12 course consists of three parts.

- **Part I** – Ecosystems at Risk – the functioning of ecosystems, their management and protection.
- **Part II** - Urban Places – study of cities and urban dynamics.
- **Part III** - 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 the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and HSC courses.

Legal Studies

2 units Year 11 and Year 12

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.

Content

Year 11

The Year 11 course consists of three parts.

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

Year 12

The Year 12 course consists of three parts.

- **Part I** - Crime.
- **Part II** - Human Rights.
- **Part III** - Two options.

Two options are chosen from.

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

Modern History

2 units Year 11 and Year 12

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.

Content

Year 11

The Year 11 course consists of three parts.

- **Part I** - Investigating Modern History including two case studies.
- **Part II** - Historical Investigation on a topic of student interest.
- **Part III** - 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, or
- The Romanovs.

Year 12

The Year 12 course consists of four parts.

- **Part I** - Core Study: Power and Authority in the Modern World 1919–1946.
- **Part II** - One 'National Studies' topic: Example: Russia.
- **Part III** - One 'Peace and Conflict' topic: Example: The Cold War.
- **Part IV** - 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.

Society and Culture

2 units Year 11 and Year 12

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).

Content

Year 11

The Year 11 course consists of three parts.

- **Part I** - The Social and Cultural World: The interactions between persons and groups within societies.
- **Part II** - Personal and Social Identity: Socialisation and the development of personal and social identity in a variety of social and cultural settings.
- **Part III** - Intercultural Communication: How people in different social, cultural and environmental settings behave, communicate and perceive the world around them.

Year 12

- **Part I** – Social and Cultural Continuity and Change: The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study.
- **Part II** - The Personal Interest Project (PIP): An individual research project.

Depth Studies -

TWO to be chosen from.

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



Course requirements

Completion of the Personal Interest Project. See the Society and Culture Stage 6 syllabus for further information regarding course requirements.

Work Studies

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.

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

Course Description

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.



PDHPE Courses

Community and Family Studies

2 units Year 11 and Year 12

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.

Content

Year 11

The Year 11 course consists of three parts.

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

Year 12

The Year 12 course consists of three parts.

- **Part I** – Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Part II** – Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).

- **Part III** – 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.

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.

PDHPE

2 units Year 11 and Year 12

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 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.

Content

Year 11

The Year 11 course consists of three parts.

Core Topics (60%)

- **Part I** - Better Health for Individuals.
- **Part II** - 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

The Year 12 course consists of three parts.

Core Topics (60%)

- **Part I** - Health Priorities in Australia.
- **Part II** - 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.

Course Requirements

In addition to core studies, students select two options in each of the Year 11 and HSC courses.

Sport, Lifestyle & Recreation Studies

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 Year 11 and Year 12

Course Description

The YEAR 11 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 Year 11 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 Year 11 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.

Content

Year 11

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.

Year 12

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.

Course Requirements

In the Year 11 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 Year 11 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 Year 11 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.



Creative & Performing Arts Courses

Music 1

2 units Year 11 and Year 12

Prerequisites: Music 1 caters for students who have diverse musical backgrounds and musical interests, including those with an interest in popular music.

It therefore attracts students with a formal musical background as well as those with only informal experience.

Music 1 **assumes no prior knowledge** of musical notation beyond the basic introduction in the Stage 4 mandatory course.

Students **do not have to have previous instrumental experience**, but will need to develop instrumental skills during the course.

Course Description

In the Year 11 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.

Content

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. Topics commonly studied include but are not limited to:

- Jazz
- Music for Film and TV
- Music for Small Ensembles
- Australian Music
- Rock Music
- Popular Music

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.

The practical examination is worth 70% of the overall HSC mark with the written aural paper making up the other 30%

Visual Arts

2 units Year 11 and Year 12

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 Year 11 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.

Content

Year 11

The Year 11 course consists of five parts.

- 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.

Year 12

The Year 12 course consists of four parts.

- 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.

Course Requirements

Year 11

- 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

- 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.

Visual Design

Prerequisites: Nil.

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

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function.

It encourages students to explore the practices of graphic, wearable, product, and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

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

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations.

Students develop knowledge, understanding and skills through the making of works in design that lead to and demonstrate conceptual and technical accomplishment.

Culminating in the creation of a Design Portfolio that can be taken to job or university interviews.

They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of design.

Content

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

- Graphic Design;
- Wearable Design;
- Product Design; or
- Interior/Exterior Design.

Theoretical and practical components of this course are weighted differently.



As a result, Designing and Making makes up 70% of the course while Critical and Historical Studies make up 30% of the overall course.

Students will be given assessment tasks that meet this criteria.

Component	Weighting (%)
Designing and Making	70
Critical and Historical Studies	30

Course Requirements

- Students are required to provide an A3 diary that will be used to document their work throughout the course.
- Students will be required to have their own device.

Industries related to Visual Design

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to:

- Graphic Design;
- Furniture and household item design;
- Clothing Design;
- Arts and Recreation Services;
- Education and Training; or
- Information Media & Telecommunications.



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

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australian as part of the Australian Qualification Framework (AQF).

These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

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

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI).

Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Board Developed VET courses are classified as Category B subjects and ONLY ONE can 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 after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

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

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification.

Competency-based training is based on performance standards that have been set by industry.

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

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 and the course is suitable for their individual needs, knowledge and skills.



Public Schools NSW
Ultimo Registered Training Organisation 90072
VOCATIONAL EDUCATION and TRAINING

2023 HOSPITALITY FOOD and BEVERAGE COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.

2 units Year 11 and Year 12

This course is accredited for the HSC. It provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

- **SIT20322** - Certificate II in Hospitality. Based on SIT Tourism, Travel and Hospitality training package (Release 1.2).

Units of Competency

Core

- **BSBTWK201** - Work effectively with others.
- **SITHIND006** - Source & use information on the hospitality industry.
- **SITHIND007** - Use hospitality skills effectively.
- **SITXCCS011** - Interact with customers.
- **SITXCOM007** - Show Social & Cultural sensitivity.
- **SITXWHS005** - Participate in safe work practices.

Electives

- **SITXCOM001** - Source & present information.
- **SITHFAB025** - Prepare & serve espresso coffee.
- **SITHFAB027** - Serve food & beverage.
- **SITXFSA006** - Participate in safe food handling practices.
- **BSBSUS211** - Participate in environmentally sustainable work practices.
- **SITHFAB024** - Prepare & serve non-alcoholic beverages.
- **SITXFSA005** - Use hygienic practices for food safety.
- **SITHCCC024** - Prepare & present simple dishes.
- **SITHCCC025** - Prepare & present sandwiches.

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

Recommended Entry Requirements

Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment.

Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry:

- Café attendant.
- Barista.
- Kitchen hand.
- Food and beverage attendant.

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality Food and Beverage is only available after completion of 240 indicative hours.

The exam will involve a written examination consisting of multiple-choice items, short answers and extended response items.

The exam is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above.



To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher. Please see your VET teacher to enquire about financial assistance.

A school-based traineeship and apprenticeship are available in this course, for more information:

<http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

Public Schools NSW

Ultimo Registered Training Organisation 90072
VOCATIONAL EDUCATION and TRAINING

Exploring Early Childhood

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

2 units Year 11 and Year 12

Course Description

Our society acknowledges childhood as a unique and intense period for growth, development and learning. When members of society are provided with knowledge about childhood development they will then be able to support and encourage this development when interacting with children.

The Exploring Early Childhood course aims to achieve this by giving students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community.

As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

Children and childhood are examined from a multidisciplinary perspective and students have opportunities to link theory and practice. The approach taken in this syllabus views childhood learning as experiential.

That is, children are active learners and learn and make sense of the world around them through their experiences and through their interactions with others.

Content Organisation

Core studies

The core studies are compulsory. There are three parts to the core:

- **Part A:** Pregnancy and Childbirth (15 hrs)
- **Part B:** Child Growth and Development (20 hrs)
- **Part C:** Promoting Positive Behaviour (10 hrs)

Modules

The optional modules can each occupy 15-30 hours (indicative time) of study, depending on student interest, teacher expertise, available resources and intended depth of treatment. The following optional course modules are included in this document:

1. Learning Experiences for Young Children.
2. Play and the Developing Child.
3. Starting School.
4. Gender and Young Children.
5. Children and Change.
6. Children of Aboriginal and Torres Strait Islander Communities.
7. Historical and Cultural Contexts of Childhood.
8. The Children's Services Industry.
9. Young Children and Media.
10. Young Children and the Law.
11. Children's Literature.
12. Food and Nutrition.
13. Child Health and Safety.
14. Young Children with Special Needs.



Both the selection of modules and the sequence for their teaching are matters for school decision based on need.

Course Requirements

Assessment Components, Weightings and Tasks.

Component	Weighting (%)
Knowledge and Understanding	50
Skills	50

One task may be used to assess several components. Three to five tasks are sufficient to assess the HSC course outcomes for a two-unit course.

The assessment tasks given to students must use a range of assessment instruments. Each instrument must be appropriate to the outcomes it is designed to measure.

Other Requirements:

At least one assessment task must derive from formal examinations.

Formal examinations are defined as any form of examination as used in the Higher School Certificate under conditions similar to those in the HSC for comparable tasks and which apply equally to all students at the school.

Public Schools NSW
Ultimo Registered Training Organisation 90072
VOCATIONAL EDUCATION and TRAINING

Human Services (Allied Health)

This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.

Course Description

Together, community services and health are Australia's largest and fastest growing industry.

Wherever there are people, there are jobs in community services and health.

The community services and health industries assist and support individuals, families and communities in need, contributing to their wellbeing and quality of life.

Work in these industries reflects a complex interrelationship of duty of care, ethical behaviours and personal values in the context of provision of high quality service to clients.

Work practices include strategies to empower individuals and groups, promote individual independence, and to respect the rights and dignity of clients and colleagues.

Units of Competency

Core

- **CHCDIV001** - Work with diverse people.
 - **CHCCOM005** - Communicate & work in health or community services.
 - **HLTAAP001** - Recognise healthy body systems.
 - **HLTAID011** - Provide First Aid.
- OR**
- **HLTINF001** - Comply with infection prevention & control policies & procedures.
 - **HLTINF006** - Apply basic principles & practices of infection prevention & control.
 - **HLTWHS001** - Participate in workplace health & safety.
- OR**
- **HLTWHS002** - Follow safe work practices for direct client care.

AND one of the following stream units of competency.

- **CHCCCS023** - Support independence & wellbeing.
- OR**
- **HLTAHA001** - Assist with an allied health program.
- OR**
- **HLTAIN001** - Assist with nursing care in an acute care environment.



Course Requirements

HSC VET courses in the Human Services Curriculum Framework are made up of:

- Units of competency:
 - Associated HSC mandatory units of competency.
 - Associated HSC stream units of competency.
 - HSC elective units of competency.
- HSC outcomes and content.
- mandatory HSC work placement requirements.

Human Services HSC examination - An external written Higher School Certificate examination will be conducted for the 240 indicative hour course.

Core units are central to the job outcomes of a particular industry or occupation.

These are the units industry has agreed are essential to be capable and qualified at a particular study level.

- **BSBCRT311** - Apply critical thinking skills in a team environment.
- **CUAWHS312** - Apply work health and safety practices.
- **CUAIND311** - Work effectively in the creative arts industry.

There are 62 speciality units, for example:

- **CUACAM312** - Rig camera infrastructure.
- **CUAAIR211** - Develop techniques for presenting information on-air.
- **CUAACD201** - Develop drawing skills to communicate ideas.
- **CUAWRT302** - Write simple stories.

Course Requirements

For more detailed information see:

<https://www.tafensw.edu.au/course-areas/music-and-production/courses/certificate-iii-in-screen-and-media--CUA31020-01#courseOverview>

Public Schools NSW

Ultimo Registered Training Organisation 90072
VOCATIONAL EDUCATION and TRAINING

Screen and Media VET and BEC

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

2 units Year 11 and Year 12

Course Description

In this course you will learn the basic skills and knowledge for work in skilled assistant or skilled assistant operator roles in the screen, media and entertainment industries.

It applies to work in interactive digital media, film and television, radio, lighting and sound, content creation and technical broadcasting environments.

Content Organisation

Courses are made up of a combination of both core and specialty units.

In the Certificate III in Screen and Media qualification, you'll need to successfully complete 11 units of competency, including 3 core and 8 speciality units.

Public Schools NSW

Ultimo Registered Training Organisation 90072
VOCATIONAL EDUCATION and TRAINING

CONSTRUCTION VET and BEC

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

2 units Year 11 and Year 12

Course Description

This course provides an avenue for you to enter a range of trades in the construction industry or as a worker in the civil construction industry.

Trainees will acquire basic skills and knowledge in construction, maintenance and renovation practices to enable entry to a trade pathway in the construction industry (except Plumbing).



You may develop skills in brick and blocklaying, carpentry, solid plastering, wall and floor tiling, waterproofing, joinery and shopfitting and stonemasonry.

You will also learn to plan and organise work, carry out measurements and calculations, read and interpret plans and specifications and apply occupational health and safety principles.

Content Organisation

More information can be found here:

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-in-construction-pathways>

Course Requirements

- Undertake a minimum of 144 days in paid employment during Year 11 and Year 12 plus the formal training required for the qualification.
 - The employment and training can be undertaken during school time, after school and during school holidays.
- Undertake Certificate II in Construction Pathways as part of your HSC.
- How will you be assessed?
 - Both on the job and off the job through written tests, project work and practical exercises.



Course List

Summary of Courses

The following table identifies that courses that are offered for selection at Alexandria Park for 2023. The courses that are actually offered is determined by student interest and needs, and school resources.

BEC – Board Endorsed Course

CEC - Content Endorsed Course

ENGLISH		
FACULTY	Units	ATAR?
English advanced	2 units in Year 11 and 12	Y
English standard	2 units in Year 11 and 12	Y
English studies	2 units in Year 11 and 12	Y + N
EAL/D	2 units in Year 11 and 12	Y
Year 11 extension 1	1 unit in Year 11 only	Y
HSC extension 1	1 unit in Year 12 only	Y
HSC extension 2	1 unit in Year 12 only	Y

CREATIVE AND PERFORMING ARTS		
FACULTY	Units	ATAR?
Music 1	2 units in Year 11 and 12	Y
Visual Arts	2 units in Year 11 and 12	Y
Visual Design	2 units in Year 11 and 12	N

MATHEMATICS		
FACULTY	Units	ATAR?
Numeracy	2 units in Year 11 and 12	N
Mathematics standard 1	2 units in Year 11 and 12	Y + N
Mathematics standard 2	2 units in Year 11 and 12	Y
Mathematics advanced	2 units in Year 11 and 12	Y
Maths extension 1	1 unit in Year 11 and 12	Y
Maths extension 2	2 units in Year 12 only	Y

SCIENCE		
FACULTY	Units	ATAR?
Biology	2 units in Year 11 and 12	Y
Chemistry	2 units in Year 11 and 12	Y
Physics	2 units in Year 11 and 12	Y



HUMAN SOCIETY & ITS ENVIRONMENT (HSIE)		
FACULTY	Units	ATAR?
Aboriginal studies	2 units in Year 11 and 12	Y
Ancient history	2 units in Year 11 and 12	Y
Business studies	2 units in Year 11 and 12	Y
Economics	2 units in Year 11 and 12	Y
Geography	2 units in Year 11 and 12	Y
Legal studies	2 units in Year 11 and 12	Y
Modern history	2 units in Year 11 and 12	Y
Society and culture	2 units in Year 11 and 12	Y
Work studies	2 units in Year 11 and 12	N

TECHNOLOGY		
FACULTY	Units	ATAR
Design & Technology	2 units in Year 11 and 12	Y

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION		
FACULTY	Units	ATAR?
Family & Community studies	2 units in Year 11 and 12	Y
Personal Development, Health & Physical Education - PDHPE	2 units in Year 11 and 12	Y
Sport, Lifestyle & Recreation	2 units in Year 11 and 12	N

VET Courses		
FACULTY	Units	ATAR?
Hospitality Food & Beverage Course	2 units in Year 11 and 12	Y + N
Exploring Early Childhood - EEC	2 units in Year 11 and 12	N
Human Services (Allied Health)	2 units in Year 11 and 12	Y + N
Screen & Media VET and BEC	2 units in Year 11 and 12	N
Construction VET and BEC	2 units in Year 11 and 12	Y + N

Note:

For courses marked Y + N, an ATAR pathway is possible if students elect to sit the HSC examination in the subject.



Alexandria Park Community School is on Cadigal Land 