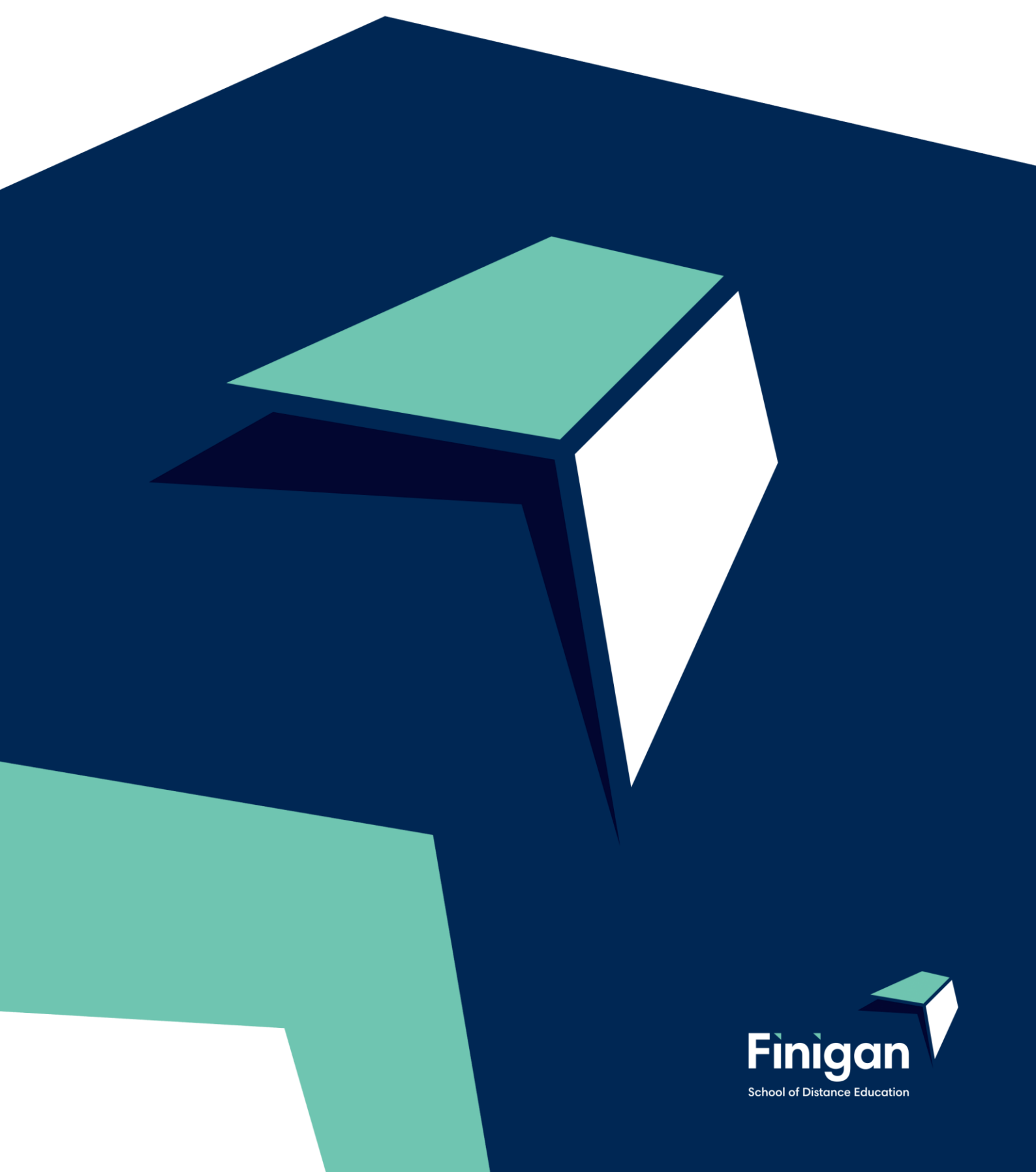


# THE HIGHER SCHOOL CERTIFICATE

## COURSE DESCRIPTIONS



*Refer to:*

**THE HIGHER SCHOOL CERTIFICATE  
“Making Choices” – The HSC Explained**

The information in this book will assist students and supervisors with subject choices.

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## BOARD DEVELOPED COURSES

Subject	Courses (2 Unit)	Year 11 Extension Courses (1 Unit)	Year 12 Courses (1 Unit)
Aboriginal Studies	Aboriginal Studies		
Agriculture	Agriculture		
Ancient History	Ancient History		
Biology	Biology		Science Extension
Business Studies	Business Studies		
Chemistry	Chemistry		Science Extension
Community and Family Studies	Community & Family Studies		
Dance	Dance		
Design and Technology	Design and Technology		
Earth and Environmental Science	Earth & Environmental Science		Science Extension
Economics	Economics		
Engineering Studies	Engineering Studies		
English	English Standard English Advanced English Studies English EAL/D	English Extension	English Extension 1 English Extension 2
Food Technology	Food Technology		
Geography	Geography		
Industrial Technology	Graphics Multimedia		
Information Processes and Technology	Information Processes & Technology		
Investigating Science	Investigating Science		Science Extension
Languages	<b>Please see next table</b>		
Legal Studies	Legal Studies		
Mathematics	Mathematics Standard 1 Mathematics Standard 2 Mathematics	Mathematics Extension 1	Mathematics Extension 1 Mathematics Extension 2
Modern History	Modern History		



Subject	Courses (2 Unit)	Year 11 Extension Courses (1 Unit)	Year 12 Courses (1 Unit)
Music	Music 1 Music 2		Music Extension
PDHPE	PDHPE		
Physics	Physics		Science Extension
Society and Culture	Society and Culture		
Software Design & Development	Software Design & Development		
Studies of Religion	Studies of Religion 1 Studies of Religion 2		
Textiles and Design	Textiles & Design		
Visual Arts	Visual Arts		
<b>Languages</b>			
French	French Beginners French Continuers		
German	German Beginners German Continuers		
Italian	Italian Beginners Italian Continuers		
Japanese	Japanese Beginners Japanese Continuers		

## Life Ready (25 hour mandatory Personal Development and Health Course)

Life Ready is a mandatory 25 hour course in Personal Development and Health in NSW government schools and has been developed to address some of the personal and social issues that face young people in schools today.

The course focuses on the key areas – personal identity, relationships, mental health and wellbeing, drugs and alcohol, sexuality and health, and safe travel. There is considerable research suggesting that the well-being of young people is likely to be at risk during this time as they struggle to deal with change in most areas of their life.

Finigan School of Distance Education understands students and supervisors may see Life Ready as an additional unit for Year 11. This is not so – Life Ready does not count towards the 12 units required in Year 11. The 25-hour Life Ready course is mandatory.

The course work will be completed through regular work.



# MANDATORY COURSE OUTLINES

## English Standard

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**Course No:** 11130 English Standard (2 units – Year 11)  
15130 English Standard (2 units – Year 12)

Board Developed Course.

**Exclusions:**

- English Advanced
- English EAL/D
- English Extension 1
- English Extension 2
- English Studies
- English Life Skills

### Course description

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

### What students learn

#### Year 11 Course

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

#### Year 12 Course

- The Year 12 Common Content consists of one module *Texts and Human Experiences* which is common to the Year 12 Standard, the Year 12 Advanced and the Year 12 English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers. These modules include *Language, Identity and Culture*, *Close Study of Literature*, and *Craft of Writing*.



## 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 Course

Students are required to study:

- one complex multimodal or digital text in Module A, *Contemporary Possibilities*. 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 Course

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

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**Course No:** 11140 English Advanced (2 unit – Year 11)  
15140 English Advanced (2 unit – Year 12)

Board Developed Course.

**Exclusions:**

- English EAL/D
- English Standard
- English Studies
- English Life Skills

## Course description

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

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives.

Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

## What students learn

### Year 11 Course

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

### Year 12 Course

- The Year 12 Common Content consists of one module *Texts and Human Experiences* which is common to the Year 12 Standard, the Year 12 Advanced and the Year 12 English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued – including *Textual Conversations*, *Critical Study of Literature*, and *Craft of Writing*.



## 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 Course

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 Course

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

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**Course No:** 11150 English Extension (1 unit – Year 11)  
15160 English Extension 1 (1 unit – Year 12)  
15170 English Extension 2 (1 unit – Year 12)

Board Developed Course.

**Prerequisites:**

- 11150 English Extension (1 unit – Year 11) prerequisite for English Extension 1 in Year 12
- 15160 English Extension 1 (1 unit – Year 12) prerequisite for English Extension 2

**Exclusions:**

- English EAL/D
- English Standard
- English Studies
- English Life Skills

## Course description

The English Extension course provides students who undertake Advanced English, and are accomplished in their use of English, with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

The English Extension 2 course enables HSC students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

## What students learn

### Year 11 Course

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.

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



## Year 12 Course

### English Extension 1

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.

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

The electives are

- Literary Homelands
- Worlds of Upheaval
- Reimagined Worlds
- Literary Mindscapes
- Intersecting Worlds

### English Extension 2

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

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

## Course requirements

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

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

## Year 11 Course

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 independent research project.

## Year 12 Course

### English Extension 1

Students are required to study:

- at least THREE prescribed texts for the elective study which must include two 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.



## English Extension 2

Students are required to:

- complete a Major Work which involves students undertaking an 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 nonfiction
- poetry
- critical response
- script (short film, television, drama)
- podcasts (drama, storytelling, speeches, performance poetry)



# English Studies

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**Course No:** 30105 English Studies (2 units – Year 11)

15125 English Studies (2 units – Year 12)

**Optional examination:** English Studies students who intend to undertake the optional HSC examination must also be enrolled in:

15126 English Studies (2 units – Year 12)

Board Developed Course.

**Exclusions:**

- English Advanced
- English EAL/D
- English Extension 1
- English Extension 2
- English Standard
- English Life Skills

## Course description

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.

The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts, students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

## What students learn

### Year 11 Course

- 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 Course

- The Year 12 Common Content consists of one module, *Texts and Human Experiences*, which is also common to the Year 12 Standard and the Year 12 Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module.



## Course requirements

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

- 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
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

## Year 11 and Year 12 courses

Students are required to:

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

## Year 12

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

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



# English EAL/D

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**Course No:** 11165 English EAL/D (2 units – Year 11)  
15155 English EAL/D (2 units – Year 12)

Board Developed Course.

**Exclusions:**

- English Advanced
- English Extension 1
- English Extension 2
- English Standard
- English Studies
- English Life Skills

**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 NESA website.

## Course description

The English EAL/D course is designed for students who come from diverse backgrounds and bring a variety of linguistic and cultural experiences to the classroom to develop and consolidate their use, understanding and appreciation of Standard Australian English.

The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. The English EAL/D course focuses on the close study of language and meaning and English language learning providing students with opportunities to develop and refine skills in spoken and written English.

## What students learn

### Year 11

- Students study three 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. In Module A, *Texts and Human Experiences*, students analyse and explore texts and apply skills in synthesis.
- Two additional modules, *Language Identity Culture and Close Study of Text* focus on particular aspects of shaping meaning and assessing the effectiveness of texts for different audiences and purposes.
- The fourth module, *Focus on Writing*, is studied concurrently throughout the year to develop students understanding and use of language in developing their own written responses.



## Course requirements

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

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

### Year 11 Course

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 Course

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.



# OPTIONAL COURSE OUTLINES

## Aboriginal Studies

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**Course No:** 11000 Aboriginal Studies (2 units – Year 11)

15000 Aboriginal Studies (2 units – Year 12)

Board Developed Course

**Exclusions:**

- 16687 Aboriginal Studies Life Skills
- 16699 Human Society and its Environment Life Skills (where Aboriginal Studies is undertaken within the course)

### 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.

### What students learn

#### Year 11 Course

- **Part I: Aboriginality and the Land**
  - Aboriginal Peoples' relationship to Country
  - Dispossession and dislocation of Aboriginal Peoples from Country
  - Impact of British colonisation on Country
- **Part II: Heritage and Identity**
  - The Dreaming and cultural ownership
  - Diversity of Aboriginal cultural and social life
  - Impact of colonisation on Aboriginal cultures and families
  - Impact of racism and stereotyping
- **Part III: International Indigenous Community: Comparative Study**
  - Location, environment and features of an international Indigenous community
  - Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity
- **Part IV: Research and Inquiry Methods: Local Community Case Study**
  - Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information



## Year 12 Course

- **Part I – Social Justice and Human Rights**
  - (a) Global Perspective: Global understanding of human rights and social justice AND
  - (b) Comparative Study: A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- **Part II – Case Study of an Aboriginal community for each topic**
  - (a) Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses OR
  - (b) Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- **Part III – Research and Inquiry Methods – Major Project:** 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.

*PLEASE NOTE - This course requires ongoing contact with the student's local Aboriginal Community over 2 years. For this reason, the course is not suitable for overseas students or for travellers, who cannot meet this research requirement.*



# Agriculture

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**Course No:** 11010 Agriculture (2 units – Year 11)  
15010 Agriculture (2 units – Year 12)

Board Developed Course

**Exclusions:**

- 16681 Agriculture Life Skills
- 16686 Technology Life Skills (where Agriculture is undertaken within the course)

## Course description

The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The Year 12 course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

## What students learn

### Year 11 Course

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

### Year 12 Course

**Core (80%)**

- Plant/Animal Production (50%)
- Farm Product Study (30%)

**Elective (20%)**

Choose **ONE** of the following electives to study:

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

## Course requirements

Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time.



# Ancient History

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**Course No:** 11020 Ancient History (2 units – Year 11)

15020 Ancient History (2 units – Year 12)

Board Developed Course.

**Exclusions:**

- Ancient History Life Skills
- Human Society and its Environment Life Skills (where Ancient History is undertaken within the course)

## 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.

## What students learn

### Year 11 Course

The Year 11 course comprises three sections.

- **Investigating Ancient History**
  - Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies.
- **Features of Ancient Societies**
  - Students study at least two ancient societies.
- **Historical Investigation**

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

### Year 12 Course

The Year 12 course comprises four sections.

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

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



## Course requirements

### Year 11 Course

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

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

### Year 12 Course

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

- Egypt
- Near East
- China
- Greece
- Rome.



# Biology

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**Course No:** 11030 Year 11 Biology (2 units – Year 11)

15030 Year 12 Biology (2 units – Year 12)

Board Developed Course.

**Exclusions:**

- 16644 Living World Science Life Skills

## Course description

The Year 11 course investigates cellular structure and provides a basis 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 on 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.

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

## What students learn

### Year 11 Course

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 Course

The Year 12 course consists of four modules.

**Module 5** Heredity

**Module 6** Genetic Change

**Module 7** Infectious Disease

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

## Course requirements

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

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

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

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



# Business Studies

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**Course No:** 11040 Business Studies (2 units – Year 11)

15040 Business Studies (2 units – Year 12)

Board Developed Course

**Exclusions:**

- 16688 Business and Economics Life Skills
- 16699 Human Society and its Environment Life Skills (where Business and Economics is undertaken within the course)

## 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.

## What students learn

### Year 11 Course

- **Nature of business:** The role and nature of business
- **Business management:** The nature and responsibilities of management
- **Business planning:** Establishing and planning a small to medium enterprise

### Year 12 Course

- **Operations:** Strategies for effective operations management
- **Marketing:** Development and implementation of successful marketing strategies
- **Finance:** Financial information in the planning and management of business
- **Human resources:** Human resource management and business performance



# Chemistry

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**Course No:** 11050 Chemistry (2 units – Year 11)

15050 Chemistry (2 units – Year 12)

Board Developed Course.

**Exclusions:**

- 16648 Chemical World Science Life Skills

## 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.

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

## What students learn

### Year 11 Course

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 Course

The Year 12 course consists of four modules.

**Module 5** Equilibrium and Acid Reactions

**Module 6** Acid/base Reactions

**Module 7** Organic Chemistry

**Module 8** Applying Chemical Ideas

## Course requirements

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

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

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



# Community and Family Studies

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**Course No:** 11060 Community and Family Studies (2 units – Year 11)

15060 Community and Family Studies (2 units – Year 12)

Board Developed Course

**Exclusions:**

- 16697 Community and Family Studies Life Skills

## 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.

## What students learn

Through the study of the Community and Family Studies course, students learn to develop:

- knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
- knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
- knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
- knowledge and understanding about research methodology and skills in researching, analysing and communicating
- skills in the application of management processes to meet the needs of individuals, groups, families and communities
- skills in critical thinking and the ability to take responsible action to promote wellbeing
- an appreciation of the diversity and interdependence of individuals, groups, families and communities.

## Year 11 Course

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

## Year 12 Course

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



## Year 12 modules

Select ONE of the following:

- **Family and Societal Interactions (25%):** Government and community structures that support and protect family members throughout their lifespan
- **Social Impact of Technology (25%):** The impact of evolving technologies on individuals and lifestyle
- **Individuals and Work (25%):** Contemporary issues confronting individuals as they manage roles within both their family and work environments

## Course requirements

The Year 11 course consists of three mandatory modules and the indicative course time allocated to their study.

The Year 12 course consists of three mandatory modules representing 75 per cent of course time. An options component representing 25 per cent of course time includes three modules of which students are to study only one.

Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.



# Dance

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**Course No:** 11070 Dance (2 units – Year 11)

15070 Dance (2 units – Year 12)

Board Developed Course

**Exclusions:**

- 16650 Creative Arts Life Skills (where Dance is undertaken within the course)
- 16652 Dance Life Skills

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

Students undertake a study of Dance as an artform. While the course builds on the stage 4 and 5 course, it also caters for students with less experience in Dance.

## What students learn

### Year 11 Course

There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

### Year 12 Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components - Performance, Composition, Appreciation or Dance and Technology.

## Course requirements

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.

The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the Year 12 Course in Core Appreciation and Major Study Appreciation.

Students selecting Dance are required to keep a process diary of the development of all practical core and major study components.



# Design and Technology

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**Course No:** 11080 Design and Technology (2 units – Year 11)

15080 Design and Technology (2 units – Year 12)

Board Developed Course

**Exclusions:**

- 16682 Design and Technology Life Skills
- 16686 Technology Life Skills (where Design and Technology is undertaken within the course)

## 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 Year 12 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.

## What students learn

### Year 11 Course

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

### Year 12 Course

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



## 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 Year 12 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 Year 12 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.



# Earth and Environmental Science

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**Course No:** 11100 Earth and Environmental Science (2 units – Year 11)  
15100 Year 12 Earth and Environmental Science (2 units – Year 12)

Board Developed Course.

**Exclusions:**

- 16649 Earth and Space Science Life Skills

## Course description

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

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

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

## What students learn

### Year 11 Course

The Year 11 course consists of four modules.

**Module 1** Earth's Resources

**Module 2** Plate Tectonics

**Module 3** Energy Transformations

**Module 4** Human Impacts

### Year 12 Course

The Year 12 course consists of four modules.

**Module 5** Earth's Processes

**Module 6** Hazards

**Module 7** Climate Science

**Module 8** Resource Management

## Course requirements

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

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

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

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



# Economics

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**Course No:** 11110 Economics (2 units – Year 11)

15110 Economics (2 units – Year 12)

Board Developed Course

**Exclusions:**

- 16688 Business and Economics Life Skills
- 16699 Human Society and its Environment Life Skills (where Business and Economics is undertaken within the course)

## 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 affect 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.

## What students learn

### Year 11 Course

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

### Year 12 Course

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



# Engineering Studies

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**Course No:** 11120 Engineering Studies (2 units – Year 11)  
15120 Engineering Studies (2 units – Year 12)

Board Developed Course

**Exclusions:** Nil

## Course description:

Both Year 11 and Year 12 courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

## What students learn

### Year 11 Course

Students undertake the study of 4 compulsory modules:

- THREE application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:
  - Engineering Fundamentals
  - Engineered Products and
  - Braking Systems
- ONE focus module relating to the field of Biomedical Engineering.

### Year 12 Course

Students undertake the study of 4 compulsory modules:

- TWO application modules relating to the fields of:
  - Civil Structures and
  - Personal and Public Transport
- TWO focus modules relating to the fields of:
  - Aeronautical Engineering and
  - Telecommunications Engineering.

## Course requirements

### Year 11 Course

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

### Year 12 Course

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

One engineering report from the Year 11 course and one engineering report from the Year 12 course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.



# Food Technology

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**Course No:** 11180 Food Technology (2 units – Year 11)  
15180 Food Technology (2 units – Year 12)

Board Developed Course

**Exclusions:**

- 16683 Food Technology Life Skills
- 16686 Technology Life Skills (where Food Technology is undertaken within the course)

## Course description

The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The Year 12 course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

## What students learn

### Year 11 Course

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

### Year 12 Course

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

## Course requirements

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.



# Geography

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**Course No:** 11190 Geography (2 units – Year 11)  
15190 Geography (2 units – Year 12)

Board Developed Course

**Exclusions:**

- 16690 Geography Life Skills
- 16699 Human Society and its Environment Life Skills (where Geography is undertaken within the course)

## Course description

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

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

## What students learn

### Year 11 Course

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

### Year 12 Course

- **Ecosystems at Risk:** The functioning of ecosystems, their management and protection.
- **Urban Places:** Study of cities and urban dynamics.
- **People and Economic Activity:** Geographic study of economic activity in a local and global context.

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

## 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 Year 12 courses.



# Industrial Technology

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**Course No:** 11200 Industrial Technology (2 units – Year 11)  
15200 Industrial Technology (2 units – Year 12)

Board Developed Course

**Exclusions:**

- Students can only undertake study in 1 focus area.
- 16684 Industrial Technology Life Skills
- 16686 Technology Life Skills (where Industrial Technology is undertaken within the course)

## Course description

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; and Furniture Technologies.

**Only Graphics Technologies and Multimedia Technologies will be offered by Finigan School of Distance Education in 2022.**

## What students learn

### Year 11 Course

The following sections are taught in relation to the relevant focus area:

- **Industry Study (15%)**
- **Design (10%)**
- **Management and Communication (20%)**
- **Production (40%)**
- **Industry Related Manufacturing Technology (15%)**

### Year 12 Course

The following sections are taught on relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:

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



## Course requirements

In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry.

In the Year 12 course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.



# Information Processes and Technology

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**Course No:** 11210 Information Processes and Technology (2 units – Year 11)

15210 Information Processes and Technology (2 units – Year 12)

Board Developed Course

**Exclusions:**

- Computing Applications
- Information Processes and Technology Life Skills
- Technology Life Skills (where Information Processes and Technology is undertaken within the course)

## Course description

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

## What students learn

### Year 11 Course

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

### Year 12 Course

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

## Course requirements

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course.

The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Year 11 and Year 12 courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.



# Investigating Science

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**Course No:** 11215 Investigating Science (2 units – Year 11)  
15215 Investigating Science (2 units – Year 12)

Board Developed Course.

**Exclusions:**

- 16642 Investigating Science Life Skills

## Course description

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

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

## What students learn

### Year 11 Course

The Year 11 course consists of four modules.

**Module 1** Cause and Effect – Observing

**Module 2** Cause and Effect – Inferences and Generalisations

**Module 3** Scientific Models

**Module 4** Theories and Laws

### Year 12 Course

The Year 12 course consists of four modules.

**Module 5** Scientific Investigations

**Module 6** Technologies

**Module 7** Fact or Fallacy?

**Module 8** Science and Society

## Course requirements

Students are provided with 30 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.



# Legal Studies

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**Course No:** 11220 Legal Studies (2 units – Year 11)

15220 Legal Studies (2 units – Year 12)

Board Developed Course

**Exclusions:**

- 16689 Citizenship and Legal Studies Life Skills
- 16699 Human Society and its Environment Life Skills (where Citizenship and Legal Studies is undertaken within the course)

## Course description

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

The Year 12 course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

### Year 11 Course

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

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

### Year 12 Course

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

Two options are chosen from:

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

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



# Mathematics Standard 1

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**Course No:** 11236 Mathematics Standard (2 units – Year 11)  
15231 Mathematics Standard 1 (2 units – Year 12)

**Optional examination:** Mathematics Standard students who intend to undertake the optional HSC examination must also be enrolled in this course:

- 15232 Mathematics Standard 1 (2 units – Year 12)  
Board Developed Course.

## Prerequisites:

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

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

## Exclusions:

- Mathematics Standard 2
- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Extension 2
- Mathematics Life Skills

## Course description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.



## What students learn

The study of Mathematics Standard 1 in Stage 6:

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

### Year 11 Course

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics.

**Topic: Algebra**

- Formulae and Equations
- Linear Relationships

**Topic: Measurement**

- Applications of Measurement
- Working with Time

**Topic: Financial Mathematics**

- Money Matters

**Topic: Statistical Analysis**

- Data Analysis
- Relative Frequency and Probability

### Year 12 Course

The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic 'Networks'. The Topics and Subtopics are:

**Topic: Algebra**

- Types of Relationships

**Topic: Measurement**

- Right-angled Triangles
- Rates
- Scale Drawings

**Topic: Financial Mathematics**

- Investment
- Depreciation and Loans

**Topic: Statistical Analysis**

- Further Statistical Analysis

**Topic: Networks**

- Networks and Paths



The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol Diamond icon.

Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.

To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.

All students studying the Mathematics Standard course in Stage 6 have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.



# Mathematics Standard 2

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

## Prerequisites:

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all sub strands of Stage 5.1 and the following sub strands of Stage 5.2:

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

## Exclusions:

- Mathematics Standard 1
- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Extension 2
- Mathematics Life Skills

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

## Course description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

## What students learn

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these



models to solve problems related to their present and future needs

- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

## Year 11 Course

The Mathematics Standard Year 11 course comprises four Topics, with the Topics divided into Subtopics.

### Topic: Algebra

- Formulae and Equations
- Linear Relationships

### Topic: Measurement

- Applications of Measurement
- Working with Time

### Topic: Financial Mathematics

- Money Matters

### Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability

## Year 12 Course

The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic 'Networks'.

### Topic: Algebra

- Types of Relationships

### Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

### Topic: Financial Mathematics

- Investments and Loans
- Annuities

### Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

### Topic: Networks

- Network Concepts
- Critical Path Analysis

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

All students studying the Mathematics Standard 2 course will sit for a HSC examination.

All students studying the Mathematics Standard course in Stage 6 have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.



# Mathematics Advanced

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**Course No:** 11255 Mathematics Advanced (2 units – Year 11)

15255 Mathematics Advanced (2 units – Year 12)

Board Developed Course.

## 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 Years 7–10 Syllabus* and in particular, the content and outcomes of all sub strands of Stage 5.1 and Stage 5.2, the following sub strands of Stage 5.3:

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis

and at least some of the content from the following sub strands of Stage 5.3:

- Non-linear relationships
- Properties of Geometrical Shapes.

## Exclusions:

- Mathematics Standard
- Mathematics Standard 1
- Mathematics Standard 2
- Mathematics Life Skills

## Course description

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

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

## What students learn

The study of Mathematics Advanced in Stage 6:

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



## Year 11 Course

The Mathematics Advanced Year 11 course content comprises five Topics, with the Topics divided into Subtopics.

### **Topic: Functions**

- Working with Functions

### **Topic: Trigonometric Functions**

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

### **Topic: Calculus**

- Introduction to Differentiation

### **Topic: Exponential and Logarithmic Functions**

- Logarithms and Exponentials

### **Topic: Statistical Analysis**

- Probability and Discrete Probability Distributions

## Year 12 Course

The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic 'Financial Mathematics' in place of 'Exponential and Logarithmic Functions'.

### **Topic: Functions**

- Graphing Techniques

### **Topic: Trigonometric Functions**

- Trigonometric Functions and Graphs

### **Topic: Calculus**

- Differential Calculus
- The Second Derivative
- Integral Calculus

### **Topic: Financial Mathematics**

- Modelling Financial Situations

### **Topic: Statistical Analysis**

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables



# Mathematics Extension 1

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**Course No:** 11250 Mathematics Extension (1 unit – Year 11)

15250 Mathematics Extension 1 (1 unit – Year 12)

Board Developed Course.

## Prerequisites:

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all sub strands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional sub strands:

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry.

## Exclusions:

- Mathematics Standard 1
- Mathematics Standard 2
- Mathematics Life Skills

## Course description

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.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

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

## What students learn

The study of Mathematics Extension 1 in Stage 6:

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



## Year 11 Course

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics.

### **Topic: Functions**

- Further Work with Functions
- Polynomials

### **Topic: Trigonometric Functions**

- Inverse Trigonometric Functions
- Further Trigonometric Identities

### **Topic: Calculus**

- Rates of Change

### **Topic: Combinatorics**

- Working with Combinatorics

## Year 12 Course

The Mathematics Extension 1 Year 12 course content includes the Topics 'Trigonometric Functions' and 'Calculus' continued from Year 11 and introduces three different Topics.

### **Topic: Proof**

- Proof by Mathematical Induction

### **Topic: Vectors**

- Introduction to Vectors

### **Topic: Trigonometric Functions**

- Trigonometric Equations

### **Topic: Calculus**

- Further Calculus Skills
- Applications of Calculus

### **Topic: Statistical Analysis**

- The Binomial Distribution



# Mathematics Extension 2

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**Course No:** 15260 Mathematics Extension 2 (1 unit – Year 12)

Board Developed Course

## Prerequisites:

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

## Exclusions:

- Mathematics Standard 1
- Mathematics Standard 2
- Mathematics Life Skills

## Course description

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum.

All students studying the Mathematics Extension 2 course will sit for a HSC examination.

## What students learn

The study of Mathematics Extension 2 in Stage 6:

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



## Year 12 Course

The Mathematics Extension 2 course comprises five Topics, with the Topics divided into Subtopics.

### **Topic: Proof**

- The Nature of Proof
- Further Proof by Mathematical Induction

### **Topic: Vectors**

- Further Work with Vectors

### **Topic: Complex Numbers**

- Introduction to Complex Numbers
- Using Complex Numbers

### **Topic: Calculus**

- Further Integration

### **Topic: Mechanics**

- Applications of Calculus to Mechanics



# Modern History

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**Course No:** 11270 Modern History (2 units – Year 11)  
15270 Modern History (2 units – Year 12)

Board Developed Course.

**Exclusions:**

- 16673 Modern History Life Skills
- 16699 Human Society and its Environment Life Skills (where Modern History is undertaken within the course)

## 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.

## What students learn

### Year 11 Course

The Year 11 course comprises three sections.

- **Investigating Modern History**
  - Students undertake at least one option from ‘The Nature of Modern History’, and at least TWO case studies.
- **Historical Investigation**
- **The Shaping of the Modern World**
  - At least ONE study from ‘The Shaping of the Modern World’ is to be undertaken.

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

### Year 12 Course

The Year 12 course comprises four sections.

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

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



## Course requirements

### Year 11 Course

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

- One case study must be from Europe, North America or Australia, and
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

### Year 12 Course

Students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.



# Music 1

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**Course No:** 11280 Music 1 (2 units – Year 11)  
15290 Music 1 (2 units – Year 12)

Board Developed Course

**Exclusions:**

- Music 2
- Music Extension
- Creative Arts Life Skills (where Music is undertaken within the course)
- Music Life Skills

## Course description

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

## What students learn

### Year 11 Course

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

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

### Year 12 Course

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

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

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

## Course requirements

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.



# Music 2

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**Course No:** 11290 Music 2 (2 units – Year 11)  
15300 Music 2 (2 units – Year 12)

Board Developed Course

**Exclusions:**

- Music 1
- Creative Arts Life Skills (where Music is undertaken within the course)
- Music Life Skills

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

While the course builds on the Stages 4 and 5 Music courses, it also caters for students with less experience in Music.

## What students learn

### Year 11 Course

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

Students study one mandatory topic covering a range of content and one additional topic in each year of the course.

In the Year 11 course, the mandatory topic is Music 1600–1900. The additional topic is chosen from a list of six topics which covers a broad range of styles, periods and genres.

### Year 12 Course

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

Students study one mandatory topic covering a range of content and one additional topic in each year of the course. The additional topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres.

In the Year 12 course, the mandatory topic is Music of the Last 25 Years (Australian focus).

## Course requirements

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology.

Submitted works and performances are required to reflect the mandatory and additional topic studied in the HSC.

The additional topic studied in the HSC must be different to the topic studied in the Year 11 course. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work.

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



# Music Extension

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**Course No:** 15310 Music Extension (1 unit – Year 12)

Board Developed Course

**Prerequisites:**

- Year 11 and 12 Music 2

**Exclusions:**

- Music 1
- Creative Arts Life Skills (where Music is undertaken within the course)
- Music Life Skills

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

### Year 12 Course

The Music Extension course builds on Music 2 Year 11 course and extends the Music 2 Year 12 course. It assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

## What students learn

Students specialise in performance or composition or musicology and follow an individual program of study which is negotiated between the teacher and student.

## Course requirements

Students selecting Performance as their area of specialisation will be required to present an ensemble piece within their performance program. Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work.



# Personal Development, Health and Physical Education

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**Course No:** 11300 Personal Development, Health and Physical Education (2 units – Year 11)  
15320 Personal Development, Health and Physical Education (2 units – Year 12)

Board Developed Course

**Exclusions:**

- Personal Development, Health and Physical Education Life Skills

## Course description

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

In the Year 12 course, 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.

## What students learn

Through the study of the PDHPE course, students learn to develop:

- values and attitudes that promote healthy and active lifestyles and communities
- knowledge and understanding of the factors that affect health
- capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis.

## Year 11 Course

### Core Topics (60%)

- Better Health for Individuals (30%)
- The Body in Motion (30%)

### Optional Component (40%)

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

- First Aid (20%)
- Composition and Performance (20%)
- Fitness Choices (20%)
- Outdoor Recreation (20%)



## Year 12 Course

### Core Topics (60%)

- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

### Optional Component (40%)

Students select TWO of the following options:

- The Health of Young People (20%)
- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)

## Course requirements

The Year 11 course consists of two core modules representing 60% of course time. An options component representing 40% of course time, includes four options of which students are to study two.

The Year 12 course consists of two core modules representing 60% of course time. An options component representing 40% of course time, includes five options of which students are to study two.



# Physics

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**Course No:** 11310 Physics (2 units – Year 11/12)

15330 Physics (2 units – Year 11/12)

Board Developed Course.

**Exclusions:**

- 16646 Physical World Science Life Skills

## Course description

The Year 11 course develops students' 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 introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

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

## What students learn

### Year 11 Course

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 Course

The Year 12 course consists of four modules.

**Module 5** Advanced Mechanics

**Module 6** Electromagnetism

**Module 7** The Nature of Light

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

## Course requirements

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

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

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



# Society and Culture

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**Course No:** 11330 Society and Culture (2 units – Year 11)  
15350 Society and Culture (2 units – Year 12)

Board Developed Course

**Exclusion:**

- Society and Culture Life Skills
- Human Society and its Environment Life Skills (where Society and Culture is undertaken within the course)

## 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).

## What students learn

### Year 11 Course

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

### Year 12 Course

**Core**

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

**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 Personal Interest Project.



# Software Design and Development

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**Course No:** 11340 Software Design and Development (2 units – Year 11)  
15360 Software Design and Development (2 units – Year 12)

Board Developed Course

**Exclusions:** Computing Applications

## Course description

The Year 11 course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The Year 12 course builds on the Year 11 course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

## What students learn

### Year 11 Course

- Concepts and Issues in the Design and Development of Software (30%)
- Introduction to Software Development (50%)
- Developing Software Solutions (20%)

### Year 12 Course

- Development and Impact of Software Solutions (15%)
- Software Development Cycle (40%)
- Developing a Solution Package (25%)
- Options (20%) – Study ONE of the following options:
  - Programming paradigms or
  - The interrelationship between software and hardware

## Course requirements

There is no prerequisite study for the Year 11 course. Completion of the Year 11 course is a prerequisite for the Year 12 course.

It is a mandatory requirement that students spend a minimum of 20% of Year 11 course time and 25% of Year 12 course time on practical activities using the computer.



# Studies of Religion I

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**Course No:** 11350 Studies of Religion I (1 unit – Year 11)  
15370 Studies of Religion I (1 unit – Year 12)

Board Developed Course

**Exclusions:**

- Studies of Religion II
- Studies of Religion I Life Skills
- Studies of Religion II Life Skills
- Human Society and its Environment Life Skills (where Studies of Religion is undertaken within the course)

## Course description

Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

## What students learn

### Year 11 Course

- **Nature of Religion and Beliefs**
  - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
  - **Two Religious Traditions Studies** from Buddhism, Christianity, Hinduism, Islam, Judaism
    - Origins
    - Principal beliefs
    - Sacred texts and writings
    - Core ethical teachings
    - Personal devotion/expression of faith/observance.

### Year 12 Course

- **Religion and Belief Systems in Australia post-1945**
  - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
  - **Two Religious Tradition Depth Studies** from Buddhism, Christianity, Hinduism, Islam, Judaism
    - Significant people and ideas
    - Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
    - Significant practices in the life of adherents.



# Studies of Religion II

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**Course No:** 11360 Studies of Religion II (2 units – Year 11)

15380 Studies of Religion II (2 units – Year 12)

Board Developed Course

**Exclusions:**

- Studies of Religion I
- Studies of Religion I Life Skills
- Studies of Religion II Life Skills
- Human Society and its Environment Life Skills (where Studies of Religion is undertaken within the course)

## Course description

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

## What students learn

### Year 11 Course

- **Nature of Religion and Beliefs:** The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- **Three Religious Traditions Studies** from Buddhism, Christianity, Hinduism, Islam, Judaism
  - Origins
  - Principal beliefs
  - Sacred texts and writings
  - Core ethical teachings
  - Personal devotion/expression of faith/observance.
- **Religions of Ancient Origin:** The response to the human search for ultimate meaning in TWO religions of ancient origin from:
  - Aztec or Inca or Mayan
  - Celtic
  - Nordic
  - Shinto
  - Taoism
  - an Indigenous religion from outside Australia
- **Religion in Australia pre-1945:** The arrival, establishment and development of religious traditions in Australia prior to 1945.



## Year 12 Course

- **Religion and Belief Systems in Australia post-1945:** Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- **Three Religious Traditions Depth Studies** from Buddhism, Christianity, Hinduism, Islam, Judaism
  - Significant people and ideas
  - A religious tradition's ethical teachings about bioethics or environmental ethics or sexual ethics
  - Significant practices in the life of adherents.
- **Religion and peace**
  - The distinctive response of religious traditions to the issue of peace
- **Religion and Non-Religion:** The human search for meaning through new religious expression  
Non-religious worldviews and the difference between religious and Non-religious worldviews.



# Textiles and Design

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**Course No:** 11370 Textiles and Design (2 units – Year 11)  
15390 Textiles and Design (2 units – Year 12)

Board Developed Course

**Exclusions:**

- Applied Fashion Design and Technology VET BEC
- Textiles and Design Life Skills
- Technology Life Skills (where Textiles and Design is undertaken within the course)

## Course description

The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile, Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two Year 11 textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The Year 12 course builds upon the Year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item(s).

## What students learn

### Year 11 Course

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

### Year 12 Course

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%).



## Course requirements

In the Year 11 course students will undertake two Year 11 textile projects. Year 11 Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Year 11 Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the Year 12 course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore, in detail, one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.



# Visual Arts

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**Course No:** 11380 Visual Arts (2 units – Year 11)

15400 Visual Arts (2 units – Year 12)

Board Developed Course

**Exclusions:**

- Creative Arts Life Skills (where Visual Arts is undertaken within the course)
- Visual Arts Life Skills

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

## What students learn

### Year 11 Course

The Year 11 course is broadly focused, while the Year 12 course provides for deeper and more complex investigations.

Year 11 Course learning opportunities focus on:

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

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

### Year 12 Course

Year 12 Course learning opportunities focus on:

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



## Course requirements

### Year 11 Course:

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

### Year 12 Course:

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



# LANGUAGE COURSE OUTLINES

## French Beginners

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**Course No:** 11630 French Beginners (2 units – Year 11)  
15670 French Beginners (2 units – Year 12)

Board Developed Course

**Eligibility:** Strict eligibility rules apply to this subject. *Refer to Languages eligibility declaration booklet, available on our website.*

**Exclusions:**

- French Continuers
- French Extension

### Course description

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

### What students learn

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

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

### Year 11 Course

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

### Year 12 Course

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

### Topics

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

### Course requirements:

Nil



# French Continuers

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**Course No:** 11640 French Continuers (2 units – Year 11)  
15680 French Continuers (2 units – Year 12)

Board Developed Course

**Prerequisites:** Nil

**Eligibility:** Strict eligibility rules apply to French Continuers courses where a French in Context and/or a French and Literature course exists. *Refer to Languages eligibility declaration booklet, available on our website.*

**Exclusions:**

- French Beginners

## Course description

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

## What students Learn

The Year 11 and Year 12 courses have prescribed themes as their organisational focuses:

- The Individual
- The French-speaking communities
- The changing world

Each Modern Languages Continuers syllabus has mandatory topics related to these themes.

## Year 11 Course

Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

## Year 12 Course

Students gain insight into the culture and language of French-speaking communities through the study of a range of texts and text types, which reflect the themes and topics.

## Course requirements:

Nil



# German Beginners

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**Course No:** 11650 (2 units – Year 11)  
15700 (2 units – Year 12)

Board Developed Course

**Eligibility:** Strict eligibility rules apply to this subject. *Refer to Languages eligibility declaration booklet, available on our website.*

**Exclusions:**

- German Continuers
- German Extension

## Course description

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

## What students learn

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

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

## Year 11 Course

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in German.

## Year 12 Course

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in German.

### Topics

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

## Course requirements:

Nil



# German Continuers

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**Course No:** 11660 (2 units – Year 11)  
15710 (2 units – Year 12)

Board Developed Course

**Eligibility:** Strict eligibility rules apply to German Continuers courses where a German in Context and/or a German and Literature course exists. *Refer to Languages eligibility declaration booklet, available on our website.*

**Exclusions:**

- German Beginners

## Course description

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

## What students Learn

The Year 11 and Year 12 courses have prescribed themes as their organisational focuses:

- The Individual
- The German-speaking communities
- The changing world

Each Modern Languages Continuers syllabus has mandatory topics related to these themes.

### Year 11 Course

Students' skills in, and knowledge of German will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

### Year 12 Course

Students gain insight into the culture and language of German-speaking communities through the study of a range of texts and text types, which reflect the themes and topics.

## Course requirements:

Nil



# Italian Beginners

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**Course No:** 11720 (2 units – Year 11)  
15790 (2 units – Year 12)

Board Developed Course

**Eligibility:** Strict eligibility rules apply to this subject. *Refer to Languages eligibility declaration booklet, available on our website.*

**Exclusions:**

- Italian Continuers
- Italian Extension

## Course description

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

## What students learn

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

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

## Year 11 Course

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian.

## Year 12 Course

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian.

### Topics

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

## Course requirements:

Nil



# Italian Continuers

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**Course No:** 11730 (2 units – Year 11)

15760 (2 units – Year 12)

Board Developed Course

**Eligibility:** Strict eligibility rules apply to Italian Continuers courses where an Italian in Context and/or an Italian and Literature course exists. *Refer to Languages eligibility declaration booklet, available on our website.*

**Exclusions:**

- Italian Beginners

## Course description

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

## What students Learn

The Year 11 and Year 12 courses have prescribed themes as their organisational focuses:

- The Individual
- The Italian-speaking communities
- The changing world

Each Modern Languages Continuers syllabus has mandatory topics related to these themes.

### Year 11 Course

Students' skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

### Year 12 Course

Students gain insight into the culture and language of Italian-speaking communities through the study of a range of texts and text types, which reflect the themes and topics.

## Course requirements:

Nil



# Japanese Beginners

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**Course No:** 11740 (2 unit – Year 11)  
15820 (2 unit – Year 12)

Board Developed Course

**Eligibility:** Strict eligibility rules apply to this subject. *Refer to Languages eligibility declaration booklet, available on our website.*

**Exclusions:**

- Japanese Continuers
- Japanese Extension
- Japanese In Context
- Japanese and Literature

## Course description

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

## What students learn

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

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

### Year 11 Course

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

### Year 12 Course

Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.

#### Topics

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

## Course requirements:

Nil



# Japanese Continuers

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**Course No:** 11750 (2 unit – Year 11)  
15830 (2 unit – Year 12)

Board Developed Course

**Eligibility:** Strict eligibility rules apply to Japanese Continuers courses where a Japanese in Context and/or a Japanese and Literature course exists. *Refer to Languages eligibility declaration booklet, available on our website.*

**Exclusions:**

- Japanese Beginners
- Japanese in Context
- Japanese and Literature

## Course description

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

## What students Learn

The Year 11 and Year 12 courses have prescribed themes as their organisational focuses:

- The Individual
- The Japanese-speaking communities
- The changing world

Each Modern Languages Continuers syllabus has mandatory topics related to these themes.

### Year 11 Course

Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

### Year 12 Course

Students gain insight into the culture and language of Japanese-speaking communities through the study of a range of texts and text types, which reflect the themes and topics.

## Course requirements:

Nil



# VOCATIONAL EDUCATION & TRAINING (VET) COURSE

## Information for Students Undertaking School Delivered VET Courses

The Wagga Wagga Registered Training Organisation (RTO) 90333 is responsible for Vocational Education and Training (VET) courses delivered in NSW public schools.

VET courses offer dual accreditation and students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and a nationally accredited qualification, Certificate or Statement of Attainment.

NSW Education Standards (NESA) Board Developed Industry Curriculum Framework VET courses contribute to an Australian Tertiary Admission Rank (ATAR).

Students must complete a 240 hour Board Developed Industry Curriculum Framework VET course to be eligible to sit the HSC examination for this course. Only ONE Category B course can be used towards an ATAR. 9

NESA Board Endorsed VET Courses do not have a HSC Examination cannot be used towards an ATAR.

Refer to the NSW Education Standards Authority website (NESA) for VET, any exclusions, rules and procedures.

### Optional External HSC Examination

Students who sit for the optional HSC exam will have an estimate mark submitted to the NSW Education Standards (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

### Assessment Procedures

Assessment of students in VET courses is competency based. This means that evidence of achievement of competency is produced by the student, collected by an assessor and judged against agreed industry standards. Assessments include those practical in nature and reflect the type of tasks that would be required to be performed in the workplace and written tasks that assess knowledge and understanding of concepts related to the course.

Evidence of competence can be collected by the assessor in a variety of ways. Like all other HSC courses, some of the evidence collected will be through formal assessment tasks or events such as project work, presentation of portfolios and practical demonstrations. Students are deemed either competent or not competent following an assessment.

No grades or marks are awarded through competency based assessments. The school will provide an assessment scope and sequence for each VET course.

### Student Selection, enrolment and induction procedures

Stage 6 VET courses are available to all students in years 11 and 12 upon the completion of a RTO VET Enrolment Form with a validated Unique Student Identifier (USI). Year 9 do NOT undertake “early commencement/acceleration” of Stage 6 VET courses. Your school will seek RTO advice in regards to individual student learning plans.

Students must complete a VET induction in class at the commencement of the course. Students sign a student declaration to confirm that they have completed the induction as part of their enrolment procedures. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures (RPL), credit transfer (CT), assessment procedures, and information regarding student rights and responsibilities. Students are able to refer to the RTO’s Student Guide for VET process and procedure information.



### **Fees and charges**

Some VET courses attract a course cost. Where a course cost exists it will be indicated on the course information page. More detailed information regarding fee charges and refund policies will be provided in the course induction and on the course information sheet.

### **VET Enrolment**

All students enrolled in a VET course must complete the RTO VET Enrolment Form as part of the subject selection process. LLN testing is incorporated in the pre-enrolment process.

### **Freedom of Information and Privacy**

Students' rights to privacy and access to information are outlined in the Freedom of Information and Privacy policy. All staff members are required to abide by the Department's Privacy Code of Practice.

### **Credit Transfer and Recognition of Prior Learning (RPL)**

Credit transfer (CT) is available to students who produce evidence of achievement of competency from another RTO. Schools will seek RTO advice on how this CT evidence is to be validated. RPL may also be available to students who can provide sufficient evidence of skills attained previously. RPL applications must be completed on enrolment or before training. Students seeking RPL should follow the RPL procedure outlined in the RTO Student Guide.

### **Work Placement**

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction. Work placement induction will also be undertaken to assist students to be work ready before the first work placement. Students are required to complete a Work Placement Journal during work placement.

### **School Based Apprenticeships and Traineeships (SBATs)**

The SBAT Program provides students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work. SBATs must complete formal training that is delivered by a RTO. The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of a SBAT will contribute unit credit towards the HSC. Students wanting to find out more information regarding SBATs should contact the school's careers adviser. The following website is also a key source of information regarding SBATs: [www.sbatinnsw.info](http://www.sbatinnsw.info)

### **Unique Student Identifier**

All students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must have a Unique Student Identifier (USI) on enrolment. The USI provides easy access through an online account to all VET training records and results throughout life.

# Certificate II in Hospitality

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Education

Public Schools NSW Wagga Wagga RTO, 90333

## SIT20316 Certificate II in Hospitality

### Entry Requirements:

Students must complete a VET Enrolment Form and supply their USI before the commencement of any training and assessment.

Foundation skills may be accessed using the LLN Robot to determine the language, literacy and numeracy suitability of a student for this course.

**Course: Hospitality** (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet the requirements of the HSC.

### Course description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. Students work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.

This qualification provides a pathway to work in various hospitality settings including restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.

### Core Units of Competency

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

### Elective Units of Competency

- SITXFSA001 Use hygienic practices for food safety
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITHCCC001 Use food preparation equipment
- SITXFSA002 Participate in safe food handling practices
- BSBSUS201 Participate in environmentally sustainable work practices
- BSBCMM201 Communicate in the Workplace

This course contains two (2) additional units above the qualification to meet the requirements of the NSW Education Standards Authority (NESA).

**Refer to the TAS for the qualification package rules.**

**Students may apply for recognition of prior learning or be granted credit transfer provided suitable evidence is submitted.**

**Support services may be available to meet needs of individual students.**

### Qualifications

Students who are assessed as competent in the above units of competency, after following the qualification package rules, will be eligible for SIT20316 Certificate II in Hospitality. Students who do not achieve competency in all the above units and achieve at least one unit of competency will be eligible for a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Portfolios of evidence are required in some units of competency in this course.

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

**N Determinations:** Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will not count towards the HSC although units of competency achieved will count towards an Australian Qualifications Framework (AQF) qualification.

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

**Complaint or Appeals:** Students may lodge a complaint or appeal regarding assessment decisions through their VET trainer.

**Resources costs:** Nil Discuss payment options with your trainer

**Refund Arrangements:** on a pro-rata basis

**Delivery Arrangements:** The course will be delivered through Distance Education. Students will be required to participate in twice weekly online real time lessons as well as to work independently on the schools eLearning platform. Work will be uploaded for assessment each week. Students will be required to travel to participate in practical activities each term.

**Exclusions:** Refer to NESA Stage 6 VET Board Developed course description.

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

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

## **Skills for Work and Vocational Pathways**

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This course is designed for students who are preparing for the workforces or vocational training pathways.

The course information for 2022 is not available at the time of printing this book. If you are interested in this course please contact the school for more information.

## Externally Delivered VET (EVET) Courses

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Externally delivered HSC VET Courses (EVET) are courses, developed or endorsed by the NSW Education Standards Authority (NESA) and delivered by Registered Training Organisations.

There are a variety of EVET courses available at different locations across NSW. Please contact the school to find out the course available at specific locations, or the closest location to you of a specific course. Course information changes frequently. Contact the school for the most up to date course information.

These courses are a great way to build your career in a range of industries.

The benefits of doing an EVET Course include:

- Having a broader choice of study options
- Gaining practical skills and training for the workplace
- Qualifications are recognised by employers Australia wide
- Having the opportunity to gain two sets of credentials – one from the NESA (HSC) and one from a registered training organisation
- Advanced Standing, which means there is no need to repeat any subjects successfully completed, if you continue with the subject after school
- Learning in an adult learning environment

All EVET courses count towards the HSC, however, only Accounting and the Industry Curriculum Framework courses may count towards the ATAR. You must complete the optional HSC for the subject to be counted in the ATAR.

The optional HSC Exam for Industry Curriculum Framework courses is available only to students who have done 240 hours of study i.e. two years of study.

Industry Curriculum Framework EVET Courses have a mandatory work placement component and you will be required to undertake this to successfully complete the course.

EVET courses have the same NESA requirements as other HSC courses. You will need to attend class and complete the set assessments.

Student expressions of interest for an EVET course must be made through the school.

Please contact the school if you are interested in an EVET course.

## BOARD ENDORSED COURSES

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All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement.

However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

There are two types of Board Endorsed Courses:

- Content Endorsed Courses

Content Endorsed Courses have syllabuses endorsed by the NESA to cater for areas of special interest not covered in Board Developed Courses.

- School Designed Courses

Schools may also design special courses in order to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement.

# CONTENT ENDORSED COURSE OUTLINES

## Computing Applications

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**Course No:** 35021 Computing Applications (2 units – Year 11)

35023 Computing Applications (2 units – Year 12)

Content Endorsed Course

**Exclusions:**

- Information Processes and Technology (2 units – Year 11)
- Software Design and Development (2 units – Year 12)
- Information and Digital Skills VET BEC 120 hours
- Information and Digital Skills VET BEC 240 hours

### Course description

Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.

### What students learn

Computing Applications is a 'hands-on' skills-based course aimed at developing the student's abilities to use hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks that enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.

It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.

### Course requirements

Nil

# Photography, Video and Digital Imaging

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**Course No:** 35226 Photography, Video and Digital Imaging (2 units – Year 11)

35228 Photography, Video and Digital Imaging (2 units – Year 12)

Content Endorsed Course

## Exclusions:

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

## Course description

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations. Students develop knowledge, understanding and skills through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

## What students learn

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

- Wet Photography
- Video
- Digital Imaging.

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory. The additional module, Individual/Collaborative Project, extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields, or explore the connections further between the fields.

## Course requirements

Students are required to keep a diary throughout the course.

# Sport, Lifestyle and Recreation

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**Course No:** 35015 Sport, Lifestyle and Recreation Studies (2 units – Year 11)

35017 Sport, Lifestyle and Recreation Studies (2 units – Year 12)

Content Endorsed Course

**Exclusions:**

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

## Course description

Students 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.

## What students learn

Through the study of Sport, Lifestyle and Recreations course, students learn to develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that affect quality of performance
- an ability to analyse and implement strategies to promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration) such as:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sport
- Sports Administration
- Sports Coaching and Training

## Course requirements

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component.

The time allocated to each optional module is flexible within the range of 20–40 hours, depending on the number of units for the course and the way in which the course is delivered.

# Visual Design

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**Course No:** 35101 Visual Design (2 units – Year 11)

35103 Visual Design (2 units – Year 12)

Content Endorsed Course

**Exclusions:**

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

## Course description

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

## What students learn

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

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

The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.

## Course requirements

Students are required to keep a diary throughout the course.

# Work Studies

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**Course No:** 35201 Work Studies (2 units – Year 11)

35203 Work Studies (2 units – Year 12)

Content Endorsed Course

**Exclusions:**

16671 Work and the Community Life Skills

## 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.

## What students learn

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

- **Core:** My Working Life
- **Modules:** There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

# SCHOOL DESIGNED BOARD ENDORSED COURSE OUTLINES

## Financial Management

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2 Units for Year 11 and/or Year 12

Financial Management is available for study as a 2 unit 240 hour course in Year 11 and Year 12

**Exclusions:** Nil

### Nature of the Course

Knowing how to manage personal finances is one of the most important and challenging features of everyday life. It is a core skill in today's world.

It affects quality of life, the opportunities individuals and families can pursue, their sense of security and the overall economic health of Australian society.

Young people today are interacting with money and making consumer choices from an early age.

They are growing up in a fast paced consumer society where money is increasingly 'invisible', where there is a growing range of choice and complexity in consumer and financial products, increasing use of online and digital environments for shopping and making financial transactions.

In Financial Management, students have opportunities to learn:

- how to manage their finances and plan for needs and wants, now and into the future
- the language of money, how to navigate the ever-changing consumer and financial landscape and where to go to for assistance
- about the rights and responsibilities of consumers in modern society and the wider impact of everyday consumer and financial decisions
- to develop a range of enterprising behaviours

