

# The Higher School Certificate

## Course descriptions

### Book 2

Refer to Book 1:

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

The information in Book 1 will assist students and  
supervisors with subject choices.

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## Board Developed Courses Recommended for an ATAR

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		
Business Studies	Business Studies		
Chemistry	Chemistry		
Community and Family Studies	Community & Family Studies		
Dance	Dance		
Design and Technology	Design and Technology		
Earth and Environmental Science	Earth & Environmental Science		
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		
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

Subject	Courses (2 Unit)	Year 11 Extension Courses (1 Unit)	Year 12 Courses (1 Unit)
Modern History	Modern History		
Music	Music 1 Music 2		Music Extension
PD/Health/PE	PD/Health/PE		
Physics	Physics		
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		

### **Crossroads (25 hour mandatory Personal Development and Health Course)**

Crossroads 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 Crossroads as an additional unit for Year 11. This is not so – Crossroads does not count towards the 12 units required in Year 11. The 25-hour Crossroads course is mandatory.

The course work will be completed through regular work.

## Course Outlines

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*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.*

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

## Course Descriptions

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 HSC 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.

**IMPORTANT: YEAR 12 REQUIRES STUDENTS TO COMPLETE A MAJOR PROJECT.**

## Content

### Year 11

Part I: Aboriginality and the Land (20%)

- Aboriginal peoples' relationship to Country
- Dispossession and dislocation of Aboriginal peoples from Country
- Impact of British colonisation on Country

Part II: Heritage and Identity (30%)

- 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 (25%)

- 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

### Year 12

Part I – Social Justice and Human Rights Issues (50%)

- A Global Perspective (20%)  
Global understanding of human rights and social justice AND
- B Comparative Study (30%)  
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 (20%)**

- 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 IV: Research and Inquiry Methods: Local Community Case Study (25%)

- Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information

**Part III – Research and Inquiry Methods – Major Project (30%)**

Choice of project topic based on student interest.

### Particular Course Requirements

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

2 units for each of Preliminary and HSC

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

### **Course Descriptions**

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 Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

### **Content**

#### **Year 11**

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

#### **Year 12**

Core Topics (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 21st Century

### **Particular Course Requirements**

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



2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

### Course Descriptions

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

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

### Content

#### Year 11

- The Year 11 course comprises three sections.
- Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies')

Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.

- Features of Ancient Societies (40 indicative hours)
- Students study at least two ancient societies.
- Historical Investigation (20 indicative hours)

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

#### Year 12

The Year 12 course comprises four sections.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One 'Ancient Societies' topic (30 indicative hours)
- One 'Personalities in their Times' topic (30 indicative hours)
- One 'Historical Periods' topic (30 indicative hours)

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

### Particular Course Requirements

#### Year 11

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

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

#### Year 12

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

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

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

### Course Descriptions

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

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

### Content

#### Year 11

The Year 11 course consists of four modules.

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

#### Year 12

The Year 12 course consists of four modules.

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

### Particular 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.

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

### **Course Descriptions**

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

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

### **Content**

#### **Year 11**

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

#### **Year 12**

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

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

### Course Descriptions

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

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

### Content

#### Year 11

The Year 11 course consists of four modules.

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

#### Year 12

The Year 12 course consists of four modules.

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

### Particular 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.

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

### Course Descriptions

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

### Content

#### Year 11

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

#### Year 12

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

#### Year 12 Option Modules

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

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

### Particular Course Requirements

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

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

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

## Content

### Year 11

Students undertake a study of Dance as an art form. 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.

Components to be completed are:

- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class).

### Year 12

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, either Performance, Composition, Appreciation or Dance and Technology.

- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

## Particular Course Requirements

The interrelation of the course components is a major feature in the study of dance as an art form 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 HSC 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.

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

### Course Descriptions

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 Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The Year 12 course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course **Content** is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. A case study of an innovation is also required with students identifying the factors underlying the success of the innovation, analyse associated ethical issues and discuss its impact on Australian society.

### Content

#### Year 11

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

#### Year 12

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses 3 key areas: project proposal and project management, project development and realisation, and project evaluation.

### Particular Course Requirements

In the Year 11, students must participate in hands-on practical activities and undertake a minimum of 2 design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the Year 12 course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation.

Students should select and use the wide range of skills and knowledge developed in the 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.



2 units for each of Preliminary and HSC

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

### Course Descriptions

Earth and Environmental Science is the study of the planet Earth, its processes and its environment.

The Preliminary course develops a knowledge of the physical and chemical features of the environment, the available resources and human impact on Australian environments and the interplay between the internal and external forces that constantly shape the Earth. It increases students' understanding of these concepts by focusing on the unique nature of the Australian continent, its geology and environments and, in particular, the local environment and the effect of human impact on it.

The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time, current pressures and their effects on the Australian environment, and the indicators of environmental ill-health. The options cover a variety of interest areas and draw on increased information and understanding provided by improved technology to examine areas of current research.

### Content

#### Year 11

The Year 11 course consists of four modules.

- Module 1 Earth's Resources
- Module 2 Plate Tectonics
- Module 3 Energy Transformations
- Module 4 Human Impact

#### Year 12

The Year 12 course consists of four modules.

- Module 5 Earth's Processes
- Module 6 Hazards
- Module 7 Climate Science
- Module 8 Resource Management

### Particular 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.

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

### **Course Descriptions**

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

### **Content**

#### **Year 11**

- 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**

- 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.
-

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

### **Course Descriptions**

Both the 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.

### **Content**

#### **Year 11**

Students undertake the study of 4 compulsory modules:

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

#### **Year 12**

Students undertake the study of 4 compulsory modules:

- Two application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

### **Particular Course Requirements**

Engineering Report

#### **Year 11**

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**

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

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

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** English (Advanced); English (EAL/D); English (Extension), English Studies

### Course Descriptions

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

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

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

### Content

#### Year 11

The course has two sections:

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

#### Year 12

The course has two sections:

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

### Particular Course Requirements

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

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

## **Year 11**

Students are required to study:

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

## **Year 12**

Students are required to study:

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

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

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

### Course Descriptions

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

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

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

### Content

#### Year 11

The course has two sections:

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

#### Year 12

The course has two sections:

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

### Particular Course Requirements

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

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

**Year 11**

Students are required to study:

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

**Year 12**

Students are required to study:

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

Year 11 English Extension

Course No: 11150

Year 12 English Extension 1

Course No: 15160

Year 12 English Extension 2

Course No: 15170

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

**Prerequisites:** (a) English (Advanced)

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

English Extension Course 1 in Year 12 is a prerequisite for English Extension 2

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

### Course Descriptions

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation

### Content

#### Year 11

The course has one mandatory section: Module: Texts, Culture and Value”, and a related research project.

#### Year 12

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

The electives are

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

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

### Particular 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. In Year 11 Students are required to examine a key text from the past and its manifestations in one or more recent cultures, explore, analyse and critically evaluate different examples of such texts in a range of contexts and media, undertake a related research project.

In the English Extension 1 Year 12 course students are required to study at least **three** prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document) and at least TWO related texts.

In the English Extension 2 course students are required to:

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

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

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

2 units for each of Year 11 and Year 12s

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** English (Standard); English (Advanced); English (EAL/D); English (Extension)

### Course Entry Guidelines

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

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

- English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.
- Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses.
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA.
- To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study..

### Course Descriptions

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

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

### Content

#### Year 11

- Students study the mandatory module, Achieving through English: English in education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students study 2–4 additional syllabus modules (selected based on their needs and interests).
- Students may also study an optional teacher-developed module

#### Year 12

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

## Particular Course Requirements

Across the English Studies Stage 6 Course students are required to study a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts, texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia, a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples, texts with a wide range of cultural, social and gender perspectives.

Students in Year 11 and Year 12 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.

**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

2 units for each Year 11 and Year 12

Board Developed Course

Eligibility rules apply. Please ask your teacher to check your eligibility for this course.

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

### Course Descriptions

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

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

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

### Content

#### Year 11

- Students study 3–4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are Language and Texts in Context, Close Study of Text and Texts and Society.
- Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students.

#### Year 12

- Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.
- The fourth module, Focus on Writing, is studied concurrently throughout the year to develop students understanding and use of language in developing their own written responses.

### Particular Course Requirements

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

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

#### Year 11

Students are required to:

- study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet

- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- engage in regular wide reading connected to, and described in, each of the modules
- engage in speaking and listening components in each module.

## **Year 12**

Students are required to:

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

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

### **Course Descriptions**

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 and the impact of technology; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. The study of marketplace trends and their implications are also incorporated. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

### **Content**

#### **Year 11**

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

#### **Year 12**

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

### **Particular Course Requirements**

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

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

## Course Descriptions

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.

## Content

### Year 11

- 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

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

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

## Particular Course Requirements

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

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Some Industry Focus areas with similar VET Curriculum Framework streams and **Content** Endorsed Courses

### Course Descriptions

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 offered at KHS DEC are Graphics Technologies and Multimedia Technologies.

### Content

#### Year 11

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

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- Production – display a range of skills through the construction of a major project (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

#### Year 12

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

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

### Particular Course Requirements

In the Year 11 course, students must design, develop and construct a minimum of 2 projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course Content. Students also undertake the study of an individual business within a focus area industry.

In the 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.



2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Computing Applications CEC

## Course Descriptions

Information Processes and Technology is the study of computer-based information 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.

## Content

### Year 11

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

### Year 12

- 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.

## Particular Course Requirements

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

Delivery of this course uses Microsoft Office software: Word, Excel, Access and PowerPoint. All versions since 2007 are suitable. All of these are available on a Macintosh platform except for Access (database). Modifications may be possible after discussion with the course teacher.

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

### Course Descriptions

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.

### Content

#### Year 11

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

Consists of four modules

**Module 5** Scientific Investigations

**Module 6** Technologies

**Module 7** Fact or Fallacy?

**Module 8** Science and Society

### Particular 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.

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

### Course Descriptions

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.

### Content

#### Year 11

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

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

#### Year 12

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

**Two** options are chosen from:

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

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

### Particular Course Requirements

No special requirements

2 units Year 11 and Year 12

Board Developed Course.

## Prerequisites:

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


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

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

## Exclusions:

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

## Course Descriptions

- Mathematics Standard Year 11 course Content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol  in the syllabus.
- Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. The status of ATAR eligibility is not yet determined.

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

The study of Mathematics Standard 1 in Stage 6:

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

## Content

### Year 11 Mathematics Standard

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 Mathematics Standard 1

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

2 units Year 11 (Preliminary) and Year 12 (HSC).  
Board Developed Course.

### Prerequisites:


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

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

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

### Exclusions:

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

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

### Course Descriptions

- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The **Content** of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

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

## Content

### Year 11 Mathematics Standard

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 Mathematics Standard 2

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

2 units for each of Year 11 and 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 substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:

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

and at least some of the **Content** from the following substrands of Stage 5.3:

- Non-linear relationships
- Properties of Geometrical Shapes

**Exclusions:** Mathematics Standard 1 or the Mathematics Standard 2 course.

## Course Descriptions

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

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through 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.

## Content

### Year 11

Topic: Functions

Working with Functions

Topic: Trigonometric Functions

### Year 12

Topic: Functions

Graphing Techniques

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

- 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

1 unit in each of Year 11 (*Year 11 Mathematics Extension*) and Year 12 (*Year 12 Mathematics Extension 1*)

Board Developed Course

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

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

**Exclusions:** Mathematics Standard 1 or the Mathematics Standard 2 course

## Course Descriptions

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

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop 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 a tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

## Content

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

### Year 11

Topic: Functions

- Further Work with Functions
- Polynomials

Topic: Trigonometric Functions

- Inverse Trigonometric Functions

### Year 12

Topic: Proof

- Proof by Mathematical Induction

Topic: Vectors

- Introduction to Vectors

- Further Trigonometric Identities

Topic: Calculus

- Rates of Change
- Topic: Combinatorics
- Working with Combinatorics

Topic: Trigonometric Functions

- Trigonometric Equations

Topic: Calculus

- Further Calculus Skills
- Applications of Calculus
- Topic: Statistical Analysis
- The Binomial Distribution

1 unit for the 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 or the Mathematics Standard 2 course.

## Course Descriptions

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

The study of Mathematics Extension 2 in Stage 6:

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

## Content

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

### Year 12

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

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

## Course Descriptions

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

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

## Content

### Year 11

The Year 11 course comprises three sections.

- Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies')
- Students undertake at least one option from 'The Nature of Modern History', and at least two case studies.
- Historical Investigation (20 indicative hours)
- The Shaping of the Modern World (40 indicative hours)
- 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

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)
- One 'National Studies' topic (30 indicative hours)
- One 'Peace and Conflict' topic (30 indicative hours)
- One 'Change in the Modern World' topic (30 indicative hours)

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

## Particular Course Requirements

In the Year 11 course, one Case Study must be from Europe, North America or Australia (see list A on p.22 of the syllabus).

One Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.22 of the syllabus).

The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the Year 12 Modern History or History Extension courses.

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Music 2 and Music Extension Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

### Course Descriptions

#### Year 11

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

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

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

#### Year 12

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

Students study three topics in the Year 12 course which are different from those studied in the Preliminary 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.

### Particular Course Requirements

#### Year 12

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

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Music 1; 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 Descriptions

#### Year 11

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

Students study 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.

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

#### Year 12

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

Students study 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).

### Main Topics Covered

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

In the Year 11 course, the Mandatory Topic is Music 1600–1900.

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

### Particular Course Requirements

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

Submitted works and performances are required to reflect the mandatory and additional topic studied in Year 12. The additional topic studied in Year 12 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.



1 unit/60 hour course

Board Developed Course

**Prerequisites:** Music 2 (studied concurrently with Year 12 course of Music 2) or at the completion of the Year 12 course in Music 2 for those students undertaking pathways.

**Exclusions:** Music 1; 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 Descriptions

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

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

### Particular 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.

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

## Course Descriptions

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 will be studying two (2) of the option topics available that may include - first aid, outdoor recreation, composition and performance, 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.

## Content

### Year 11

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

### Optional Component (40%)

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

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

### Year 12

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

### Optional Component (40%)

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

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

## Particular Course Requirements

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

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

### Course Descriptions

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

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

### Content

#### Year 11

The Year 11 course consists of four modules.

- The World Communicates
- Electrical Energy in the Home
- Moving About
- The Cosmic Engine

#### Year 12

The Year 12 course consists of four modules.

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

### Particular 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.

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Nil

### Course Descriptions

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

### Content

#### Year 11

- The 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

##### 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 – 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 people's attitudes and behaviours.

### Particular Course Requirements

**IMPORTANT:** Year 12 requires students to complete an externally marked Personal Interest Project (PIP).

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Computing Applications CEC

### Course Descriptions

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.

Delivery of this course includes using two programming languages: Free Pascal and Visual Basic. Please note that Visual Basic is only available for Windows operating systems. Modifications may be possible after discussion with the course teacher.

### Content

#### Year 11

Concepts and Issues in the Design and Development of Software (30%)

- Social and ethical issues
- Hardware and software
- Software development approaches

Introduction to Software Development (50%)

- Defining the problem and planning software solutions
- Building software solutions
- Checking software solutions
- Modifying software solutions

Developing software solutions (20%)

#### Year 12

Development and Impact of Software Solutions (15%)

- Social and ethical issues
- Application of software development approaches

Software Development Cycle (40%)

- Defining and understanding the problem
- Planning and design of software solutions
- Implementation of software solutions
- Testing and evaluation of software solutions
- Maintenance of software solutions

Developing a Solution Package (25%)

Options (20%)

Study one of the following options:

- Programming paradigms
- or
- The interrelationship between software and hardware

### **Particular 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 the Year 11 course time and 25% of the Year 12 course time on practical activities using the computer.

1 unit for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Studies of Religion II

### Course Descriptions

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.

### Content

#### Year 11

- 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, Islam, Judaism
  - Origins
  - Principal beliefs
  - Sacred texts and writings
  - Core ethical teachings
  - Personal devotion/expression of faith/observance.

#### Year 12

- 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.

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Studies of Religion I

### Course Descriptions

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.

### Content

#### Year 11

- 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, 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:
  - 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

- 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.
- Three Religious Tradition Depth Studies from:
  - Buddhism, Christianity, Hinduism, Islam, Judaism
  - Significant people and ideas
  - A religious traditions 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.



2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

**Exclusions:** Fashion & Textiles TVET CEC 43480

Fashion, Design & Technology TVET CEC 41016

### Course Descriptions

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 includes the completion of two preliminary textile projects.

These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for 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 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.

### Content

#### Year 11

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

#### Year 12

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

### Particular Course Requirements

In the Year 11 course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focus 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 focus 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.

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** Nil

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

### Course Descriptions

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

The Year 11 course is broadly focused, while the Year 12 course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

### Content

#### Year 11

Learning opportunities focus on:

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

#### Year 12

Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Learning opportunities focus on:

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

### Particular Course Requirements

#### Year 11

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

#### Year 12

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

# Language Course Outlines

## French Beginners

Course No: 15670

2 units for each of Year 11 and Year 12

Board Developed Course

**Exclusions:** French Continuers; French Extension

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's *ACE Manual*.

### Course Descriptions

In the Year 11 and Year 12 courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

Topics studied through two interdependent perspectives, *the personal world* and *the French-speaking communities*, provide contexts in which students develop their communication skills in 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.

### Content

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

### Particular Course Requirements:

Nil

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** 200 Hours of French or equivalent knowledge is assumed.

**Exclusions:** French Beginners

### Course Descriptions

The Year 11 and Year 12 courses have, as their organisational focuses, themes and associated topics. 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. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

### Content

Themes:

- the individual
- the French-speaking communities
- the changing world.

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying the culture of French-speaking communities through texts.

### Particular Course Requirements:

Nil

2 units for each of Year 11 and Year 12

Board Developed Course

**Exclusions:** German Continuers; German Extension

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's *ACE Manual*.

### Course Descriptions

In the Year 11 and Year 12 courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in German. Topics studied through two interdependent perspectives, *the personal world* and *the German-speaking 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.

### Content

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

### Particular Course Requirements:

Nil

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** 200 Hours of German or equivalent knowledge is assumed.

**Exclusions:** German Beginners.

### Course Descriptions

The Year 11 and Year 12 courses have, as their organisational focuses, themes and associated topics. 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. Students will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.

### Content

Themes:

- the individual
- the German-speaking communities
- the changing world.

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying the culture of German-speaking communities through texts.

### Particular Course Requirements:

Nil

2 units for each of Year 11 and Year 12

Board Developed Course

**Exclusions:** Italian Continuers; Italian Extension

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's *ACE Manual*.

## Course Descriptions

In the Year 11 and Year 12 courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian. Topics studied through two interdependent perspectives, *the personal world* and *the Italian-speaking communities*, provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.

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

## Content

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

## Particular Course Requirements:

Nil

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** 200 Hours of Italian or equivalent knowledge is assumed.

**Exclusions:** Italian Beginners.

### Course Descriptions

The Year 11 and Year 12 courses have, as their organisational focuses, themes and associated topics. 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. Students will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.

### Content

Themes:

- the individual
- the Italian-speaking communities
- the changing world.

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying the culture of Italian-speaking communities through texts

### Particular Course Requirements:

Nil



2 units for each of Year 11 and Year 12

Board Developed Course

**Exclusions:** Japanese Continuers; Japanese Extension; Japanese Background Speakers.

Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board's *ACE Manual*.

### Course Descriptions

In the Year 11 and Year 12 courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, *the personal world* and *the Japanese-speaking communities*, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

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

### Content

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

### Particular Course Requirements:

Nil

2 units for each of Year 11 and Year 12

Board Developed Course

**Prerequisites:** 200 Hours of Japanese or equivalent knowledge is assumed.

**Exclusions:** Japanese Beginners; Japanese Background Speakers.

Strict eligibility rules apply to the study of this subject.

Check with your teacher or refer to Section 8.2.2.2 of the Board's *ACE Manual*.

### Course Descriptions

The Year 11 and Year 12 courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

### Content

Themes:

- the individual
- the Japanese-speaking communities
- the changing world.

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying the culture of Japanese-speaking communities through texts.

### Particular Course Requirements:

Nil

## 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.

Not all courses are available at each RTO location.

Students should talk to the school regarding the options and locations available.

All course information is subject to change.

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

The benefits of doing a EVET Course include:

- Having a broader choice of study options
- Gaining practical skills and training for the workplace
- EVET 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 or the Industry Curriculum Framework courses may count towards your ATAR.

There is an optional HSC Exam for Industry Curriculum Framework courses if you 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.

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

## Board Endorsed Course Outlines

### Computing Applications

Course No:

#### **Content** Endorsed Course

**Exclusions:** Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework.

#### **Course Descriptions**

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.

Computing and related information is a 'hands-on' skills based course aimed at developing the student's abilities to utilise 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 and 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.

#### **Content**

##### **Year 11**

- Hardware and Software skills
- Desktop Publish 1
- Spreadsheets 1
- Multimedia 1

##### **Year 12**

- Databases
- Desktop Publishing 2
- Communications 1
- Communications 2
- Multimedia 2

## Exploring Early Childhood

**Content** Endorsed Course

**Exclusions:** Nil

### Course Descriptions

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families

#### **Special note:**

As this course has a practical as well as a theoretical base, it is considered important and highly desirable that students have the opportunity to interact with young children on a regular basis. The purpose of this interaction is to observe children, and to gain experience in understanding and relating to individual children. This is best achieved in informal settings, such as the home, with friends or relatives. This interaction would occur outside of school hours.

Where this does not occur, a range of options can be considered, such as visiting a nearby playgroup, or having parents and children visit the school. If parents and children visit the school, a parent, or someone authorised by the parent, must be present at all times, as is required for playgroup attendance. The parent then retains legal responsibility for the child.

## Photography, Video and Digital Imaging

### 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 Descriptions

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 will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

### Content

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.

A Work 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.

### Particular Course Requirements

Students are required to keep a diary throughout the course.

Students must have access to a digital camera and a computer with Photoshop Elements

Photoshop Elements can be downloaded from the Department of Education portal site.

## Sport, Lifestyle and Recreation Studies

### **Content** Endorsed Course

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

### **Course Descriptions**

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

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

Through the course students will develop:

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

The course provides the opportunity to study specialist areas through modules such as:

- First Aid & Sports Injuries
- Fitness
- Games & Sports Applications
- Outdoor Recreation
- Sports Administration
- Sports Coaching
- Social Perspectives of Sport

## Visual Design

### **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 Descriptions**

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 will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

### **Content**

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

- graphic design
- wearable design
- product design
- 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 Work Health and Safety Module is mandatory.

### **Particular Course Requirements**

Students are required to keep a diary throughout the course.



## Work Studies

**Exclusions:** Nil

Endorsed Course

### Content

The *Work Studies CEC* syllabus is available for study as

- a 1 unit 60 course;
- a 1 unit 120 hour course;
- a 2 unit 120 hour course; or
- a 2 unit 240 hour course.

### Nature of the course

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

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

The Work Studies course will assist students:

- 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
- 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

The course has one core study, and elective modules.

**Core** – My Working Life

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

## Financial Management

Board Endorsed Course (SDC)

Financial Management is available for study as a 2 unit 120 hour course in Year 11 and Year 12

**Exclusions:** Nil

### Nature of 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

## Lifestyle Studies

Board Endorsed Course (SDC)

Lifestyle Studies is available for study as a 2 unit 120 hour course in Year 11 and Year 12

**Exclusions:** Nil

### Nature of the course

The aim of Lifestyle Studies is to develop in each student a capacity to think critically and practically about key issues relating to the social, financial and legal changes that occur during the transition from childhood to adulthood.

Lifestyle studies provides information that students use to relate, identify, describe and discuss factors, impacts and responsibilities they may encounter during this transition.

Student will develop skills and strategies to effectively communicate with others and form opinions through critical examination of relevant information to enable them to make informed and educated decisions within their life choices.

### Content

Students will learn:

- About the responsibility of being a member of society
- About the importance of healthy living within society
- To develop and maintain relationships in different environments
- To communicate effectively and make decisions
- To appreciate and value tolerance, co-operation and mutual respect
- Skills to understand the relationship between self-esteem, self-worth and community living
- Skills in gathering and analysing information