



**B O A R D O F S T U D I E S**  
N E W S O U T H W A L E S

# **THE HIGHER SCHOOL CERTIFICATE**

***An Information Package for Students***

**Preliminary Course 2020**

**HSC Course 2021**

**INDEX TO COURSES, FACULTIES AND HEAD TEACHERS**

<b>COURSE</b>	<b>Pg.</b>	<b>STATUS</b>	<b>ATAR Category</b>	<b>FACULTY</b>	<b>HEAD TEACHER</b>
Ancient History	11	2U (BDC)	Yes A	HSIE	Mr. Haynes
Biology	12	2U (BDC)	Yes A	Science	Ms. Christensen
Business Studies	13	2U (BDC)	Yes A	HSIE	Mr. Haynes
Ceramics	49	2U (BEC)	No	CAPA	Mrs Jameson
Chemistry	14	2U (BDC)	Yes A	Science	Ms. Christensen
Chinese (Beginners)	15	2U (BDC)	Yes A	Language	Mrs Jameson
Chinese (Continuers)	16	2U (BDC)	Yes A	Language	Mrs Jameson
Community & Family Studies	17	2U (BDC)	Yes A	TAS	Mr. O'Connor
Drama	18	2U (BDC)	Yes A	English	Mrs. DiScala
Earth & Environmental Science	19	2U (BDC)	Yes A	Science	Ms. Christensen
Economics	20	2U (BDC)	Yes A	HSIE	Mr. Haynes
Engineering Studies	21	2U (BDC)	Yes A	TAS	Mr. O'Connor
English Advanced	22	2U (BDC)	Yes A	English	Mrs. DiScala
English Extension 1 Yr 11 & HSC	23	1U (BDC)	Yes A	English	Mrs DiScala
English Extension 2 in HSC Year	24	1U (BDC)	Yes A	English	Mrs DiScala
English Standard	25	2U (BDC)	Yes A	English	Mrs. DiScala
English Studies	26	2U (BDC)	Yes B	English	Mrs. DiScala
Exploring Early Childhood	50	2U (BEC)	No	TAS	Mr. O'Connor
Food Technology	27	2U (BDC)	Yes A	TAS	Mr. O'Connor
Geography	28	2U (BDC)	Yes A	HSIE	Mr. Haynes
History Extension HSC Year	29	1U (BDC)	Yes A	HSIE	Mr. Haynes
Hospitality Food & Beverage VET (SIT20316)	47	2U (BDC)	Yes B	TAS	Mr. O'Connor
Industrial Technology - Timber	30	2U (BDC)	Yes A	TAS	Mr. O'Connor
Investigating Science	31	2U (BDC)	Yes A	Science	Ms. Christensen
Legal Studies	32	2U (BDC)	Yes A	HSIE	Mr. Haynes
Mathematics Advanced	33	2U (BDC)	Yes A	Maths	Mrs. Simbolon
Mathematics Extension 1	34	1U (BDC)	Yes A	Maths	Mrs. Simbolon
Mathematics Extension 2 HSC Year	35	1U (BDC)	Yes A	Maths	Mrs. Simbolon
Mathematics Preliminary Standard	36	2U (BDC)	Yes A	Maths	Mrs. Simbolon
Mathematics Standard 1	37	2U (BDC)	Yes B	Maths	Mrs Simbolon
Modern History	38	2U (BDC)	Yes A	History	Mr. Haynes
Music 1	39	2U (BDC)	Yes A	CAPA	Mrs Jameson
PD / Health / PE	40	2U (BDC)	Yes A	PD/H/PE	Mr. Murie
Photography, Video & Digital Imaging	51	2U (BEC)	No	CAPA	Mrs Jameson
Physics	41	2U (BDC)	Yes A	Science	Ms. Christensen
Saturday School of Community Languages	55				
Science Extension HSC year only	TBA	1U (BDC)	Yes A	Science	Ms. Christensen
Society and Culture	42	2U (BDC)	Yes A	HSIE	Mr. Haynes
Sport, Lifestyle, Recreation	52	2U (BEC)	No	PD/H/PE	Mr. Murie
Studies of Religion II	43	2U (BDC)	Yes A	HSIE	Mr. Haynes
Textiles & Design	44	2U (BDC)	Yes A	TAS	Mr. O'Connor
Visual Arts	45	2U (BDC)	Yes A	CAPA	Mrs Jameson
Visual Design	53				
Work Studies	54	2U (BEC)	No	HSIE	Mr. Haynes

***If interested in an EVET course, speak to the Careers Adviser for courses offered and application form.***

## ❖ THE H.S.C.

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities for university and EVET courses, it offers you a full range of study areas matching individual abilities and interests.
- Courses are linked to further education and training.
- Extension courses (including undergraduate university courses) enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses count towards the HSC and also lead to qualifications recognised across a range of industries.
- The HSC includes life skills courses for students with special education needs.
- The HSC will fairly assess each student's knowledge and skills.
- If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.
- For each course you will receive easy-to-understand reports. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course.

## WHAT TYPES OF COURSES CAN I SELECT?

There are different types of courses that you can select in Years 11 and 12.

### • **Board Developed Courses**

These courses are developed by the NSW Education Standards Authority (NESA). Their syllabus is set by NESA.

Students entered for the HSC who are studying these courses follow these syllabuses. These courses are **examined externally** at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

### • **Board Endorsed Courses**

There are two main types of Board Endorsed Courses – **Content Endorsed Courses** and **School Designed Courses**.

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.  
Examples of CEC's at The Hills Sports are:
  - Ceramics
  - Exploring Early Childhood
  - Photography
  - Sport, Lifestyle & Recreation
  - Work Studies

Most HSC EVET (Vocational Education and Training) courses delivered at TAFE or school or by a private provider, are Content Endorsed Courses.

Some Board Endorsed Courses are one-year courses. There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. **Board Endorsed Courses do not count in the calculation of the ATAR.**

## EVET Courses

Students in Year 11 and 12 can access a number of EVET Courses either at The Hills Sports High School or at TAFE or by a private provider. At The Hills Sports, 8 TAFE colleges can be accessed; Blacktown, Nirimba, Granville, Kingswood, Werrington, Richmond, Penrith & Mt. Druitt. TAFE delivered EVET courses are either on a Monday or Wednesday afternoon from 2pm, finishing between 4.30 and 6pm depending on the course and the college.

EVET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent, students must demonstrate to a qualified assessor that they can effectively carry out various tasks to the standard required in the appropriate industry.

### EVET courses may either be:-

#### Industry Curriculum Framework (ICF) courses

- An Industry Curriculum Framework course, studied as part of the HSC, enables students to acquire a range of technical, personal and organisational skills valued both within and beyond the workplace. These courses have a specific, compulsory workplace component.
- Students receive a nationally recognised Australian Qualifications Framework (AQF) credential on successful completion of a course.
- The examination mark from one Industry Curriculum Framework EVET course or Accounting may be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR).
- The NSW Education Standards Authority (NESA) has developed curriculum frameworks for seven industries. There are a number of courses within each framework. The seven frameworks are: Business Services (Admin), Construction, Information Technology, Metal & Engineering, Primary Industry, Retail and Tourism & Hospitality.

#### Non-Framework: Board Developed

Non – Framework courses are approved by the BOSTES. These courses:

- offer a nationally recognised Australian Quality Framework (AQF) Qualification
- Contribute units to the HSC
- DO NOT CONTRIBUTE TO AN ATAR

### ASSESSMENT OF EVET COURSES

Assessment is competency based, that is a student must demonstrate their ability to complete tasks. Consequently an excellent attendance record for the EVET course and during work placement is essential.

#### HSC Examination (optional)

- The optional Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up of multiple-choice items, short answers and extended response items.
- The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

#### Work Placement (Compulsory)

- Students in Industry Curriculum Framework courses **must complete work placement of up to 70 hours** for a 2 unit x 2 year course (240 hours). Additional hours are required for any extension courses – typically 35 hours for 120 hours of HSC credit. Work placement is

mandatory. **If a student does not satisfactorily complete work placement they will receive an N Award and will not pass the course**

### **School based part-time traineeships/apprenticeships**

- A school based traineeship or apprenticeship prepares students for a career in a particular industry, provides a training wage and skills training both on-the-job and off-the-job at school, TAFE NSW or a private training provider.
- Traineeships are available in a range of HSC EVET courses, including all Industry Curriculum Framework Courses.
- A school based traineeship is completed over two years, year 11 and 12 and is part of the HSC. At the completion of year 12 a student will receive an HSC as well as a Certificate or Statement of Attainment in their course. A school based apprenticeship will continue after the HSC. The student will receive their HSC but will become a full time apprentice.
- Students who undertake school based traineeships or apprenticeships will be expected to complete a minimum of 100 days of paid employment.
- Students will be expected to keep a log of all on the job training.
- Contributes up to 6 Units of HSC credit in both Preliminary and HSC years.

### **LIST OF AVAILABLE COURSES CAN BE FOUND IN THE BOOKLET 'VOCATIONAL EDUCATION (EVET) COURSES'.** *See the Careers Advisor for this book.*

**Note:** To apply for EVET courses offered at TAFE Institutes or a private provider a separate application form must be completed, this is available from the Career Adviser's Office in A Block.

**Courses will run subject to sufficient numbers and resources.**

**If an EVET course is offered at The Hills Sports High School, then the course must be studied at school. If these classes are full, only then may you select the same course at TAFE or a private provider.**

## HSC minimum standard

### What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report.

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

**Practice tests** are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

**Disability provisions and exemptions:** Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA)  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>.

## ❖ WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 unit.

Each unit involves class time of approximately 4 periods per cycle (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

**2 units = 9 periods per cycle (120 hours per year) = 100 marks**

The following is a guideline to help you understand the pattern of courses.

<b>2 UNIT COURSE</b>	/	This is the basic structure for all courses. It has a value of 100 marks.
<b>EXTENSION COURSE</b>	/	Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course. They carry an additional value of 1 unit and require students to work beyond the standard of the 2 unit course. Extension courses are available in English, Mathematics, History, Music, some Languages and EVET. Undergraduate university courses will be available in some subjects.
	/	English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
	/	HSC extension courses in History, Music, Language and EVET are offered and examined in Year 12 only.
<b>1 UNIT COURSE</b>	/	1 unit equals approximately 3 ½ hours of class time each cycle or 60 hours per year.
	/	Some courses can be undertaken as either a 1 unit or a 2 unit course.
	/	There are a number of 1 unit Board Endorsed Courses. <b>These courses do not count in the ATAR.</b>



## REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- you must have **satisfactorily completed courses** that meet the pattern of study required by the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and **made a serious attempt** at the Higher School Certificate examinations.
- you must study and satisfy the requirements of a minimum of **12 units in the Preliminary course** and a minimum of **10 units in the HSC course**. Both the Preliminary course and the HSC course must include the following:
  - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
  - at least three courses of 2 units value or greater
  - at least four subjects

At most 6 units of courses in Science can be studied in the Preliminary year, while up to 7 units of courses in Science in the HSC year can contribute to Higher School Certificate eligibility.

- The NESA publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.
- If you wish to receive the **Australian Tertiary Admission Rank (ATAR )**, you must study **a minimum of 10 Board Developed units** in the HSC Course. The booklet, *University Entry Requirements Year 10 Booklet*, published by UAC, available from the Library, will contain important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.



## ❖ ASSESSMENT AND REPORTING

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio containing:
  - The HSC Testamur

*(The official certificate confirming your achievement of all requirements for the award.)*

- The Record of School Achievement (RoSA)

*(This document lists the courses you have studied and reports the marks and bands you have achieved.)*

- Course Reports

*For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state wide distribution of marks in the course is also shown.)*

## ❖ **ATAR (Australian Tertiary Admission Rank) RULES**

Students apply to the Universities Admissions Centre – UAC for placement in university courses. The ATAR is used to rank applicants to enable selection for the various courses.

The ATAR is a number between 0.00 and 99.95. It is a measure of a student's overall academic achievement in NSW HSC in relation to that of other students in Australia. The score is calculated by the universities and released by UAC.

To be eligible for an ATAR you must satisfactorily complete at least 10 units of ATAR courses which **MUST** include:

- eight units of Category A courses
- two units of English (*English Studies is Category B*)
- three ATAR courses of 2U or greater
- four different subjects

How is the ATAR calculated ?

Your ATAR is based on an aggregate of *scaled marks* in 10 units of ATAR courses comprising:

- your best two units of English and
- your best eight units from the remaining units

No more than two units of Category B courses can be included.

If you are accumulating your HSC, your scaled marks are calculated in the year that you complete the course.

## ❖ **UNIVERSITY OF SYDNEY – Mathematics requirements**

Mathematics course prerequisites have been introduced for some courses from 2019.

Students need to achieve Band 4 in the Higher School Certificate Mathematics course (not Standard Mathematics) to enrol in a range of courses, including economics, commerce, engineering and IT, psychology, pharmacy, veterinary science and science.

A full list of courses impacted by the changes, please visit:  
[sydney.edu.au/study/maths.html](http://sydney.edu.au/study/maths.html)

## ❖ **LIFE SKILLS COURSES**

Students in the Support Unit undertake the NSW Education Standards Authority (NESA) developed Life Skills courses for Stage 6.

The courses are:

- English life skills
- Mathematics life skills
- Personal Development, Health & Physical Activity life skills
- Citizenship & Society life skills
- Science life skills
- Work & Community life skills

Each Life Skills course comprises a 2 unit preliminary course and a 2 unit HSC course. There is no external examination for life skills courses.

<b>Course: Ancient History</b>	<b>Course No: 11020:</b>
2 units Board Developed Course <b>Exclusions: Nil</b>	<b>ATAR accredited: Yes</b>
<p><b>Course Description:</b>  Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in the HSC course.  The Preliminary course is structured for students to investigate:</p> <ul style="list-style-type: none"> <li>• People, groups, events, institutions, societies and historical sites from the ancient world</li> <li>• Archaeological and written evidence and the methods used by historians and archaeologists.</li> </ul> <p>In the HSC course, students will use archaeological and written evidence to investigate a case study, an ancient society, personality and an historical period.</p>	
<p><b>Main Course Content</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Investigating the past: History, Archaeology and Science, Ancient Societies, Case Studies, Sites and Sources including: <ul style="list-style-type: none"> <li>- Investigating the Past – Archaeology and Science</li> <li>- Case studies – Troy and Homer; Palmyra and the Silk Road</li> <li>- Art and Architecture in Egypt and Rome</li> <li>- An Historical Investigation</li> </ul> </li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• <b>Part I:</b> Cities of Vesuvius – Pompeii and Herculaneum: (25%) We look at the archaeological evidence for the way of life of the Ancient Romans who lived 2000 years ago.</li> <li>• <b>Part II:</b> An Ancient Society. (25%) The strange case of Ancient Sparta whose band of 300 fought the Persians or another society.</li> <li>• <b>Part III:</b> An Historical Period to be studied (25%) The period of the Rome Empire in the first century AD from 14 AD to 69 AD. The lives of the strange murderous ruling family, the Julio-Claudians. This is one of the possible options.</li> <li>• <b>Part IV:</b> One personality is to be studied: (25%) We normally study the life of Agrippina II – one of the super-rich and dangerous Julio-Claudian family. Other personalities are also options.</li> </ul>	

<b>Course: Biology</b>	<b>Course No: 11030</b>
2 units. Board Developed Course	<b>ATAR accredited:</b> Yes
<b>Exclusions:</b> A maximum of 6 units of science can be studied in Preliminary and 7 units in the HSC year.	
<p><b>Course Description:</b></p> <p>The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.</p> <p>Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p> <p>The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.</p> <p><b>Main Topics Covered</b></p> <p>Preliminary course</p> <ul style="list-style-type: none"> <li>• Module 1 - Cells as the Basis of Life</li> <li>• Module 2 - Organisation of Living Things</li> <li>• Module 3 - Biological Diversity</li> <li>• Module 4 - Ecosystem Dynamics</li> </ul> <p>HSC Course</p> <ul style="list-style-type: none"> <li>• Module 5 - Heredity</li> <li>• Module 6 – Genetic Change</li> <li>• Module 7 - Infectious Disease</li> <li>• Module 8 - Non-infectious Disease and Disorders</li> </ul>	
<p><b>Particular Course Requirements:</b></p> <p>Both the Preliminary and HSC courses include a depth study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. 15 indicative hours of class time will be dedicated for the depth study in both years.</p> <p>Students may study one of, or any combination of, the following Stage 6 Science courses up to a maximum of 6 preliminary units and then 7 HSC units: <u>Biology</u>, Chemistry, Earth and Environmental Science, Investigating Science, Physics, Science Extension (1 unit course, Year 12 only). The above Stage 6 Science courses including the Investigating Science course may provide entry into the new Science Extension (Year 12) course which has been developed to engage high-achieving students and better prepare them for university and careers in STEM. You will also have fun with wonderful teachers.</p>	

<b>Course: Business Studies</b>	<b>Course No: 11040</b>
2 units Board Developed Course	<b>ATAR accredited:</b> Yes <b>Exclusions:</b> Nil
<p><b>Course Description:</b> Business Studies aims to develop knowledge, understanding, skills and values which enable students to make judgements about the performance of businesses in a dynamic business environment.</p>	
<p><b>Objectives</b> <b>Through Business Studies, students will develop:</b></p> <p><b>Knowledge and understanding about:</b></p> <ul style="list-style-type: none"> <li>• The nature, role and structure of business</li> <li>• internal and external influences on business</li> <li>• the functions and processes of business activity</li> <li>• management strategies and their effectiveness</li> </ul> <p><b>Skills to:</b></p> <ul style="list-style-type: none"> <li>• investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations</li> <li>• communicate business information and issues using appropriate formats</li> <li>• apply mathematical concepts appropriate to business situations.</li> </ul> <p><b>Values and attitudes about:</b></p> <ul style="list-style-type: none"> <li>• responsible participation in business activity</li> <li>• ethical business behaviour</li> <li>• corporate social responsibility</li> </ul> <p><b>Main topics Covered:</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Nature of Business (20%) – the nature and role of business</li> <li>• Business Management (40%) – nature of management, processes and approaches</li> <li>• Business Planning (40%) –small to medium business and planning processes</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Operations (25%) – Roles, influences, processes and strategies</li> <li>• Marketing (25%) – Market research, the 4 P's and consumer laws</li> <li>• Finance (25%) – Debt and Equity finance, financial statements and strategies</li> <li>• Human Resources (25%) – Stages, stakeholders and conflict resolution</li> </ul>	
<p><b>Particular Course Requirements:</b></p> <p>Prepare a small business plan based on an actual or hypothetical business which has to be presented in a business plan / report format.</p>	

<b>Course: Chemistry</b>	<b>Course No: 11050</b>
2 units Board Developed Course	<b>ATAR accredited:</b> Yes
<b>Exclusions:</b> A maximum of 6 units of science can be studied in Preliminary and 7 units in the HSC year.	
<b>Course Description:</b>	
<p>The <i>Chemistry Stage 6 Syllabus</i> explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.</p>	
<p>The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.</p> <p><b>Main Topics Covered:</b></p>	
<b>Preliminary course</b>	
<ul style="list-style-type: none"> <li>• <b>Module 1</b> - Properties and Structure of Matter</li> <li>• <b>Module 2</b> - Introduction to Quantitative Chemistry</li> <li>• <b>Module 3</b> - Reactive Chemistry</li> <li>• <b>Module 4</b> - Drivers of Reactions</li> </ul>	
<b>HSC Course</b>	
<ul style="list-style-type: none"> <li>• <b>Module 5</b> - Equilibrium and Acid Reactions</li> <li>• <b>Module 6</b> - Acid/base Reactions</li> <li>• <b>Module 7</b> - Organic Chemistry</li> <li>• <b>Module 8</b> - Applying Chemical Ideas</li> </ul>	
<b>Particular Course Requirements:</b>	
<p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Preliminary and the Year 12 course and will occupy a minimum of 35 hours of course time (in both years), including time allocated to practical investigations in depth studies.</p> <p>Both the Preliminary and HSC courses include a depth study A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. 15 indicative hours of class time will be dedicated for the depth study in both years.</p> <p>Students may study <b>one of, or any combination of</b>, the following Stage 6 Science courses up to a maximum of 6 preliminary units and then 7 HSC units: Biology, Chemistry, Earth and Environmental Science, Investigating Science, Physics, Science Extension (1 unit course, Year 12 only). The above Stage 6 Science courses including the Investigating Science course may provide entry into the new Science Extension (Year 12) course which has been developed to engage high-achieving students and better prepare them for university and careers in STEM.</p>	

<b>Course: Chinese Beginners</b>	<b>Course No: 11530</b>
2 Units <b>Board Developed Course</b>	<b>ATAR accredited: Yes</b>
Exclusions: Chinese Continuers Other eligibility rules apply to the study of this subject. Check with class teacher	
<b>Course Description:</b> In the Preliminary course, students will begin to develop their knowledge and understanding of Chinese (Mandarin) in four key skill areas: listening, speaking, reading and writing. The course will focus on enabling students to use their language skills to interact socially with Chinese speakers, understand spoken and written Chinese, and produce texts in the target language themselves.  The Preliminary course is broadly focused, while the HSC course provides for deeper learning of more complex vocabulary and language structures, and a deeper knowledge of the interaction between language and culture.  In both the Preliminary and HSC courses The key competencies of <b>communicating ideas and information</b> and <b>collecting, analysing and organising information</b> reflect core skills in language learning. Students interact with one another, and through this interaction the key competencies of <b>planning and organizing activities</b> and <b>working with others and in teams</b> are developed. In interacting with others via information and communication technologies, the student will develop the key competency of <b>using technology</b> . The skills associated with the interpretation of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency of <b>solving problems</b> .	
<b>Main Topics Covered:</b>  <u>Preliminary Course</u> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> </ul> <u>HSC Course</u> <ul style="list-style-type: none"> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations</li> </ul>	
<b>Particular Course Requirements:</b>  Chinese – English / English – Chinese Dictionary Plastic satchel to hold character practice homework sheets 1 x USB / flash disk 1 x 120 page exercise book  <b>Cost:</b> Nil	

<b>Course: Chinese Continuers</b>		<b>Course No: 11540</b>
2 units		<b>ATAR accredited: Yes</b>
<b>Board Developed Course</b>		
Exclusions: Students who have studied less than 200 hours of Chinese in Stages 4 and 5. Other eligibility rules apply to the study of this subject. Check with class teacher.		
<b>Course Description:</b>		
This course allows students who have studied Chinese for at least 200 hours in Stages 4 and 5 to continue developing their knowledge and understanding of Chinese (Mandarin) in five key skill areas: listening, speaking, reading, writing and cultural understanding. Students will develop their ability to exchange information, opinions and experiences in Chinese; analyse, process and respond to Chinese texts; and express their ideas through the production of original texts in Chinese, using a variety of technologies. They will also develop their understanding of aspects of the language and culture of Chinese-speaking communities.		
The topics of language studied will be organised under three prescribed themes: <b><i>The Individual, Chinese Speaking Communities, and The Changing World.</i></b>		
Main Topics covered: <u>Preliminary Course and HSC Course</u>		
Theme: The Individual: Personal Identity: <ul style="list-style-type: none"> <li>• Appearance and personality</li> <li>• Family and friends</li> <li>• Home and neighbourhood</li> <li>• Daily routines</li> </ul> Education and Aspirations <ul style="list-style-type: none"> <li>• School life</li> <li>• Subjects</li> </ul> Recreation and Leisure <ul style="list-style-type: none"> <li>• Sports, interest</li> <li>• Shopping, dining Entertainment</li> </ul> Travel experiences <ul style="list-style-type: none"> <li>• Holidays and sightseeing</li> <li>• Travel plans</li> <li>• transport</li> </ul>	Theme: The Chinese-speaking Communities: History and Culture <ul style="list-style-type: none"> <li>• traditions and beliefs</li> <li>• festivals and customs</li> <li>• famous people</li> </ul> Lifestyles <ul style="list-style-type: none"> <li>• food types and cuisines</li> <li>• daily life</li> <li>• education</li> </ul>	Theme: The Changing World: Youth Issues <ul style="list-style-type: none"> <li>• technology in daily life</li> <li>• environment</li> <li>• social life</li> </ul>
<b>Particular Course Requirements:</b>		
Chinese – English / English – Chinese Dictionary		
Plastic satchel to hold character practice homework sheets		
1 x USB / flash disk		
1 x 120 page exercise book		
<b>Cost: Nil</b>		



<b>Course: Community and Family Studies :</b>	<b>Course No: 11060</b>
2 units Board Developed Course <b>Exclusions:</b> Nil	<b>ATAR accredited:</b> Yes
<p><b>Course Description:</b> Community and Family Studies at Stage 6 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.</p>	
<p><b>Main Topics Covered:</b></p> <p><b><u>Preliminary Course</u></b></p> <p><b>Resource Management</b></p> <ul style="list-style-type: none"> <li>• Basic concepts of the resource management process (approximately 20% of course time).</li> </ul> <p><b>Individuals and Groups</b></p> <ul style="list-style-type: none"> <li>• The individual's roles, relationships and tasks within groups (Approximately 40% of course time).</li> </ul> <p><b>Families and Communities</b></p> <ul style="list-style-type: none"> <li>• Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul> <p><b><u>HSC Course</u></b></p> <p><b>Research Methodology</b></p> <p>Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</p> <p><b>Groups in Context</b></p> <ul style="list-style-type: none"> <li>• The characteristics and needs of specific community groups (approximately 25% of course time).</li> </ul> <p><b>Parenting and Caring</b></p> <ul style="list-style-type: none"> <li>• Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul> <p><b>HSC Option Modules</b> (Select one of the following (approximately 25% of course time):</p> <p><b>Family and Societal Interactions</b></p> <ul style="list-style-type: none"> <li>• Government and community structures that support and protect family members throughout their lifespan.</li> </ul> <p><b>Social Impact of Technology</b></p> <ul style="list-style-type: none"> <li>• The impact of evolving technologies on individuals and lifestyle.</li> </ul> <p><b>Individuals and Work</b></p> <ul style="list-style-type: none"> <li>• Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul>	
<p><b>Particular Course Requirements:</b> 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.</p> <p><b>Fee:</b> Nil</p>	

<b>Course: Drama</b>	<b>Course No: 11090</b>
2 units Board Developed Course <b>Exclusions:</b> projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	<b>ATAR:</b> Yes <b>Exclusions:</b> Nil
<p><b>Course Description:</b> Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.</p> <p><b>Preliminary course</b> content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas.</p> <p><b>HSC Course content</b> Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces.</p> <p>The <b>Group Performance</b> of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.</p> <p>For the <b>Individual Project</b> students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p>	
<p><b>Main Topics Covered:</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Improvisation, Playbuilding, Acting</li> <li>• Elements of Production in Performance</li> <li>• Theatrical Traditions and Performance Styles</li> <li>• Group and Individual Project</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Australian Drama and Theatre (Core content)</li> <li>• Studies in Drama and Theatre</li> <li>• Group Performance (Core content)</li> <li>• Individual Project</li> </ul>	
<p><b>Particular Course Requirements:</b> The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</p> <p><b>Assessment:</b> The Year 11 and 12 formal school-based assessment program is to reflect the following requirements:</p> <ul style="list-style-type: none"> <li>• Mandatory components and weightings</li> <li>• Capping the maximum number of formal tasks to three in Year 11 and four in Year 12</li> <li>• Capping the number of formal written tasks that mimic the HSC examination to one per course, with a maximum weighting of 30% for Year 12.</li> </ul>	

**Course: Earth and Environmental Science****Course No: 11100**

2 units Board Developed Course

**ATAR accredited:** Yes**Exclusions:** A maximum of 6 units of science can be studied in Preliminary and 7 units in the HSC year.**Course Description:**

The *Earth and Environmental Science Stage 6 Syllabus* explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.

The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. Through applying Working Scientifically skills processes, the course aims to examine how earth and environmental science models and practices are used and developed.

**Main Topics Covered:****Preliminary course**

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

One fieldwork exercise must be undertaken in Year 11.

**HSC Course**

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

One fieldwork exercise must be undertaken in Year 12.

**Particular Course Requirements:**

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

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

Students may study **one of, or any combination of**, the following Stage 6 Science courses up to a maximum of 6 preliminary units and then 7 HSC units: Biology, Chemistry, Earth and Environmental Science, Investigating Science, Physics, Science Extension (1 unit course, Year 12 only). The above Stage 6 Science courses including the Investigating Science course may provide entry into the new Science Extension (Year 12) course which has been developed to engage high-achieving students and better prepare them for university and careers in STEM.

<b>Course: Economics</b>	<b>Course No: 11110</b>
2 units Board Developed Course <b>Exclusions:</b> Nil	<b>ATAR:</b> Yes
<p><b>Course Description:</b> Economics provides an 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.</p>	
<p><b>Main Topics Covered:</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Introduction to Economics (10%) – the nature of economics and the operation of an economy</li> <li>• Consumers and Business (10%) – the role of consumers and business in the economy</li> <li>• Markets (20%) – the role of markets, demand, supply and competition</li> <li>• Labour Markets – (20%) the workforce and role of labour in the economy</li> <li>• Financial Markets (20%) – the financial market in Australia including the share market</li> <li>• Government in the Economy (20%) – the role of government in the Australian economy</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• The Global Economy (25%) – Features of the global economy and globalisation</li> <li>• Australia's Place in the Global Economy (25%) – Australia's trade and finance</li> <li>• Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management.</li> <li>• Economic Policies and Management (25%) – the range of policies to manage the economy</li> </ul>	

<b>Course: Engineering Studies</b>	<b>Course No: 11120</b>
2 units Board Developed Course <b>Exclusions:</b> Nil	<b>ATAR accredited:</b> Yes
<b>Course Description:</b>	
<p>Engineering Studies Stage 6 is directed towards the application and advancement of skills associated with mathematics, science and technology and is integrated with business and management. It will provide students with skills, knowledge and understanding associated with a study of engineering, its practices and associated methodologies. The subject promotes environmental, economic and global-awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team.</p> <p>In each module of study, students will learn about:</p> <ol style="list-style-type: none"> <li>History and Social Implications</li> <li>The properties of materials such as metals, ceramics, composites and plastics</li> <li>Engineering Physics which briefly comprises of electronics, electrical engineering, hydraulics, simple machines, force diagrams, stress in materials, motion, work and energy.</li> <li>Communications, which includes report writing, pictorial and orthographic drawing.</li> </ol>	
<b>Main Topics Covered:</b>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>In the following module areas: engineering fundamentals, engineered products, braking systems and biomedical engineering.</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>In the following module areas: civil structures, personal and public transport, aeronautical engineering and telecommunications engineering.</li> </ul>	
<b>Particular Course Requirements:</b>	
<p>Students develop an engineering report for each module studied.</p> <p>At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.</p>	

<b>Course: English Advanced</b>	<b>Course No. 11140</b>
<b>2 units for each of Preliminary and HSC Board Developed Course</b>	<b>ATAR: Yes</b>
<b>Course Description</b>	
<p>The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.</p>	
<b>Year 11 Course Content</b>	
<p>Common Module: Reading to Write (40 hours)  Module A: Narratives that Shape our World (40 hours)  Module B: Critical Study of Literature (40 hours)</p>	
<b>HSC Course Content</b>	
<p>Common Module: Texts and Human Experiences (30 hours)  Module A: Textual Conversations (30 hours)  Module B: Critical Study of Literature (30 hours)  Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)</p>	
<b>Particular Course Requirements</b>	
<p>Across Stage 6 the selection of texts will give students experience of:</p> <ul style="list-style-type: none"> <li>• A range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• 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</li> <li>• 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</li> <li>• Texts with a wide range of cultural, social and gender perspectives</li> <li>• Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate</li> </ul>	
<b>The Year 11 formal school-based assessment program is to reflect the following requirements:</b>	
<ul style="list-style-type: none"> <li>• Three assessment tasks</li> <li>• The minimum weighting for an individual task is 20%</li> <li>• The maximum weighting for an individual task is 40%</li> <li>• Only one task may be a formal written examination</li> <li>• One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.</li> </ul>	
<b>The Year 12 formal school-based assessment program is to reflect the following requirements:</b>	
<ul style="list-style-type: none"> <li>• A maximum of four assessment tasks</li> <li>• The minimum weighting for an individual formal task is 10%</li> <li>• The maximum weighting for an individual formal task is 40%</li> <li>• One task may be a formal written examination with a maximum weighting of 30%</li> <li>• One task must focus on Module C – The Craft of Writing with a minimum weighting of 25%</li> <li>• One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes</li> <li>• Assessment of the Common Module must integrate student selected related material</li> </ul>	

<b>Course: English Extension 1</b>	<b>Course No. 11150</b>
<b>1 unit for each of Preliminary and HSC Board Developed Course</b>	<b>ATAR: Yes</b>
<b>Course Description</b> The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.	
<b>Year 11 Course Content</b> Module: Texts, Culture and Value (40 hours) Related research project (20 hours) <b>HSC Course Content</b> Common module: Literary Worlds with ONE elective option (60 hours)	
<b>Particular Course Requirements</b> Across Stage 6 the selection of texts will give students experience of the following: <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts</li> <li>• integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate</li> </ul>	
<b>The Year 11 formal school-based assessment program is to reflect the following requirements:</b> <ul style="list-style-type: none"> <li>• Three assessment tasks</li> <li>• The minimum weighting for an individual task is 20%</li> <li>• The maximum weighting for an individual task is 40%</li> <li>• Only one task may be a formal written examination</li> <li>• One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.</li> </ul>	
<b>The Year 12 formal school-based assessment program for English Extension 1 reflects the following requirements:</b> <ul style="list-style-type: none"> <li>• three assessment tasks</li> <li>• the minimum weighting for an individual task is 20%</li> <li>• the maximum weighting for an individual task is 40%</li> <li>• one task may be a formal written examination with a maximum weighting of 30%</li> <li>• one task must be a creative response with a maximum weighting of 40%</li> <li>• at least one task must integrate student selected related material</li> </ul>	

<b>Course: English Extension 2</b>	<b>Course No. 15170</b>
<b>1 unit for HSC only Board Developed Course</b>	<b>ATAR: Yes</b>
<b>Course Description</b>	
<p>The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions</p>	
<b>HSC Course Content</b>	
<p>The Composition Process Major Work Reflection Statement The Major Work Journal (60 hours)</p>	
<b>Particular Course Requirements</b>	
<p>Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement</p>	
<b>The Year 12 formal school-based assessment program for English Extension 2 reflects the following requirements:</b>	
<p>Please note: Assessment will be based on the <u>process</u> of composing the Major Work. As part of that process, there will be three assessment tasks:</p> <ul style="list-style-type: none"> <li>• a Viva Voce with a weighting of 30%</li> <li>• a Literature Review with a weighting of 40%</li> <li>• a Critique of the Creative Process with a weighting of 30%</li> </ul>	



<b>Course: English Standard</b>	<b>Course No. 11130</b>
<b>2 units for each of Preliminary and HSC Board Developed Course</b>	<b>ATAR: Yes</b>
<b>Course Description</b>	
<p>The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.</p>	
<b>Year 11 Course Content</b>	
<p>Common Module: Reading to Write (40 hours)  Module A: Contemporary Possibilities (40 hours)  Module B: Close Study of Literature (40 hours)</p>	
<b>HSC Course Content</b>	
<p>Common Module: Texts and Human Experiences (30 hours)  Module A: Language, Identity and Culture (30 hours)  Module B: Close Study of Literature (30 hours)  Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)</p>	
<b>Particular Course Requirements</b>	
<p>Across Stage 6 the selection of texts will give students experience of the following:</p> <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• 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</li> <li>• 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</li> <li>• texts with a wide range of cultural, social and gender perspectives</li> <li>• integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate</li> </ul>	
<b>The Year 11 formal school-based assessment program is to reflect the following requirements:</b>	
<ul style="list-style-type: none"> <li>• Three assessment tasks</li> <li>• The minimum weighting for an individual task is 20%</li> <li>• The maximum weighting for an individual task is 40%</li> <li>• Only one task may be a formal written examination</li> <li>• One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.</li> </ul>	
<b>The Year 12 formal school-based assessment program for English Standard reflects the following requirements:</b>	
<ul style="list-style-type: none"> <li>• a maximum of four assessment tasks</li> <li>• the minimum weighting for an individual formal task is 10%</li> <li>• the maximum weighting for an individual formal task is 40%</li> <li>• one task may be a formal written examination with a maximum weighting of 30%</li> <li>• one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%</li> <li>• one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes</li> <li>• assessment of the Common Module must integrate student selected related material</li> </ul>	

<b>Course: English Studies</b>	<b>Course No. 30105</b>
<b>2 units for each of Preliminary and HSC Board Developed Course</b>	<b>ATAR: Yes Category B</b>
<p><b>Course Description</b></p> <p>The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.</p> <p>The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.</p>	
<p><b>Year 11 Course Content</b></p> <p>Mandatory module – Achieving through English: English in education, work and community (30-40 hours) An additional 2–4 modules (20-30 hours each)</p> <p><b>HSC Course Content</b></p> <p>Mandatory Common Module: Texts and Human Experiences (30 hours) An additional 2–4 modules (20-45 hours each)</p>	
<p><b>Particular Course Requirements</b></p> <p>Across Stage 6 the selection of texts will give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> <li>• reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia</li> <li>• 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</li> <li>• texts with a wide range of cultural, social and gender perspectives, popular and youth cultures</li> <li>• a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> </ul>	
<p><b>The Year 11 formal school-based assessment program is to reflect the following requirements:</b></p> <ul style="list-style-type: none"> <li>• Three assessment tasks</li> <li>• The minimum weighting for an individual task is 20%</li> <li>• The maximum weighting for an individual task is 40%</li> <li>• Only one task may be a formal written examination</li> <li>• One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.</li> </ul>	
<p><b>The Year 12 formal school-based assessment program for English Studies reflects the following requirements:</b></p> <ul style="list-style-type: none"> <li>• a maximum of four assessment tasks</li> <li>• the minimum weighting for an individual task is 10%</li> <li>• the maximum weighting for an individual task is 40%</li> <li>• one task may be a formal written examination with a maximum weighting of 20%</li> <li>• one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%</li> <li>• assessment of the Common Module must integrate teacher or student selected related material</li> </ul>	

<b>Course: Food Technology</b>	<b>Course No: 11180</b>
2 units Board Developed Course <b>Exclusions:</b> Nil	<b>ATAR accredited:</b> Yes
<p><b>Course Description:</b> Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.</p>	
<p><b>Main Topics Covered:</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• The Australian Food Industry (25%)</li> <li>• Food Manufacture (25%)</li> <li>• Food Product Development (25%)</li> <li>• Contemporary Nutrition Issues (25%)</li> </ul>	
<p><b>Particular Course Requirements:</b></p> <ul style="list-style-type: none"> <li>• There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.</li> <li>• In order to meet the course requirements students must <b>learn about</b> food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.</li> </ul> <p>It is a mandatory requirement that students undertake practical activities. For participation in these lessons, students will require:</p> <ul style="list-style-type: none"> <li>❖ Fully enclosed, sturdy school design leather shoes</li> <li>❖ Apron</li> <li>❖ Tea towel</li> <li>❖ Dish cloth</li> </ul> <p><b>Fee:</b> \$50 per year</p>	

<b>Course: Geography</b>	<b>Course No: 11190</b>
2 units Board Developed Course <b>Exclusions:</b> Nil	<b>ATAR accredited:</b> Yes
<p><b>Course Description:</b></p> <ul style="list-style-type: none"> <li>▪The Preliminary 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.</li> <li>▪The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</li> </ul> <p><b>Objectives:</b> Through the study of Geography, students will develop:</p> <p><b>Knowledge and understanding about:</b></p> <ul style="list-style-type: none"> <li>• The characteristics and special distribution of environments</li> <li>• The processes that form and transform the features and patterns of the environment</li> <li>• The global and local forces which impact on people, ecosystems, urban places and economic activity</li> <li>• The contribution of a geographical perspective;</li> </ul> <p><b>Skills to:</b></p> <ul style="list-style-type: none"> <li>• Investigate geographically</li> <li>• Communicate geographically: and informed and responsive <b>values</b> and <b>attitudes</b> towards: <ul style="list-style-type: none"> <li>➢ ecological sustainability</li> <li>➢ a just society</li> <li>➢ ethical research practices</li> <li>➢ active and informed citizenship</li> <li>➢ responsible, autonomous life-long learning.</li> </ul> </li> </ul>	
<p><b>Main Topics Covered:</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>▪ <b>Biophysical Interactions</b> (45% of course time) – how biophysical processes contribute to sustainable management</li> <li>▪ <b>Global Challenges</b> (45% of course time) – geographical study of issues at a global scale.</li> <li>▪ <b>Senior Geography Project</b> (10% of course time) – a geographical study of student's own choosing</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>▪ <b>Ecosystems at Risk</b> (33.3% of course time) – functioning of ecosystems, their management and protection</li> <li>▪ <b>Urban Places</b> (33.3% of course time) – study of cities, and urban dynamics</li> <li>▪ <b>People and Economic Activity</b> (33.3% of course time) – geographic study of economic activities on a local and global context</li> </ul>	
<p><b>Particular Course Requirements:</b></p> <p>Students undertake a <b>Senior Geography Project (SGP)</b> by selecting and researching a geographical issue which relates to the Preliminary course using active inquiry methodologies.</p>	

<b>Course: History Extension (HSC only)</b>	<b>Course No: 15280</b>
1 unit for HSC year only – can be taken with Modern OR Ancient History.	
<b>Board Developed Course</b>	<b>ATAR accredited: Yes</b>
<b>Exclusions:</b> Nil	
<b>Course Description:</b>	
HSC History Extension involves the study and evaluation of the ideas and processes used by historians to produce history. In Part 1 of the course, students investigate the question ‘What is history?’ through readings compiled in a source book and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.	
<b>Main Topics Covered</b>	
<ul style="list-style-type: none"> <li>● <b>Part I: What is History?</b> (60% of course time) Key questions: <ul style="list-style-type: none"> <li>- Who are the historians?</li> <li>- What are the aims and purposes of history?</li> <li>- How has history been constructed and recorded over time?</li> <li>- Why have the approaches to history changed over time?</li> </ul> Students will investigate <b>one</b> case study from a selection of ancient, medieval and early modern, modern and Australian options. For example, the career of John F. Kennedy. </li>   <li>● <b>Part II: History Project</b> (40% of course time) An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.</li> </ul>	
<b>Particular Course Requirements:</b>	
A Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.	
Students must be studying concurrently, or have completed, the HSC course in Ancient History and/or Modern History.	

<b>Course: Industrial Technology - Timber</b>	<b>Course No: 11200</b>
2 units Board Developed Course <b>Exclusions:</b> Nil	<b>ATAR accredited:</b> Yes
<p><b>Course Description:</b>  Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an industrial processes and practices.  The focus area is Timber Products and Furniture Technologies.</p>	
<p><b>Main Topics Covered:</b></p> <p><b>Preliminary Course</b>  The following sections are taught in relation to the relevant focus areas:  Industry study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)  Design – designing, drawing, computer applications (10%)  Management and Communication – literacy, calculations, graphics (20%)  Production (40%)  Industry – related Manufacturing Technology (15%)</p> <p><b>HSC Course</b>  The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant Industry:  Industry Study (15%)  Major Project (60%) <ul style="list-style-type: none"> <li>- Design, Management and Communication</li> <li>- Production</li> </ul> Industry-related Manufacturing (25%)</p>	
<p><b>Particular Course Requirements:</b>  In the Preliminary course, students must design, develop and construct a minimum of 2 projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry.</p> <p>In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.</p> <p><b>Fee:</b> \$100 for year 11 plus cost of project materials.  \$150 for year 12 plus cost of project materials.</p>	

<b>Course: Investigating Science</b>	<b>Course No: 15215</b>
2 units Board Developed Course	<b>ATAR accredited:</b> Yes
<b>Exclusions:</b> A maximum of 6 units of science can be studied in Year 11 and 7 units in Year 12.	
<p><b>Course Description:</b></p> <p>The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.</p> <p>Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.</p>	
<p>The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.</p> <p><b>Main Topics Covered:</b></p> <p><b>Year 11 course</b></p> <ul style="list-style-type: none"> <li>• <b>Module 1</b> - Cause and Effect – Observing</li> <li>• <b>Module 2</b> - Cause and Effect – Inferences and Generalisations</li> <li>• <b>Module 3</b> - Scientific Models</li> <li>• <b>Module 4</b> - Theories and Laws</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• <b>Module 5</b> - Scientific Investigations</li> <li>• <b>Module 6</b> - Technologies</li> <li>• <b>Module 7</b> - Fact or Fallacy?</li> <li>• <b>Module 8</b> - Science and Society</li> </ul>	
<p><b>Particular Course Requirements:</b></p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Preliminary and the Year 12 course and will occupy a minimum of 35 hours of course time (in both years), including time allocated to practical investigations in depth studies.</p> <p>Both the Preliminary and HSC courses include a depth study A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. 30 indicative hours of class time will be dedicated for the depth study in both years.</p> <p>Students may study <b>one of, or any combination of</b>, the following Stage 6 Science courses up to a maximum of 6 preliminary units and then 7 HSC units: Biology, Chemistry, Earth and Environmental Science, Investigating Science, Physics, Science Extension (1 unit course, Year 12 only). The above Stage 6 Science courses including the Investigating Science course may provide entry into the new Science Extension (Year 12) course which has been developed to engage high-achieving students and better prepare them for university and careers in STEM.</p>	

<b>Course: Legal Studies</b>	<b>Course No: 11220</b>
2 units Board Developed Course <b>Exclusions:</b> Nil	<b>ATAR accredited:</b> Yes
<p><b>Course Description:</b></p> <p>The Preliminary course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, and the specific nature of the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives. The course considers the impacts of technology and the law. In addition, the course looks at the interaction of the law and sport and how we deal with challenges such as the bikies and organised crime.</p> <p>The HSC course investigates the key areas of human rights and crimes. It considers how social change affects the law through a study of two major focus studies such as family law and world order.</p>	
<p><b>Main Topics Covered:</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• The Legal System 40% of course time</li> <li>• The Individual and the Law 30% of course time</li> <li>• The Law in Practice 30% of course time</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Human Rights 20% of course time</li> <li>• Crime 30% of course time</li> <li>• Additional Focus Studies 50% of course time</li> </ul> <p>Two chosen from: consumers, families, global environmental protection, Indigenous people, shelter, workplace, world order</p> <p><b>Key themes incorporated across all topics:</b> Justice, Law &amp; Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.</p>	
<p><b>Particular Course Requirements:</b> No special requirements</p>	



<b>Course: Mathematics Advanced</b>	<b>Course No: 11240</b>
2 units Board Developed Course	<b>ATAR accredited:</b> Yes
<b>Exclusions:</b> Mathematics Standard	
<b>Prerequisites:</b> The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.2 Mathematics course for Stage 5, along with the recommended options.	
<b>Course Description:</b> The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.	
<b>Main Topics Covered:</b>	
<b>Preliminary Course</b>	
<ul style="list-style-type: none"> <li>• Working with Functions</li> <li>• Trigonometry and measure of angles</li> <li>• Trigonometric functions and identities</li> <li>• Introduction to differentiation</li> <li>• Logarithms and exponentials</li> <li>• Statistical Analysis and Probability</li> </ul>	
<b>HSC Course</b>	
<ul style="list-style-type: none"> <li>• Functions – graphing techniques</li> <li>• Trigonometric Functions and graphs</li> <li>• Differential Calculus</li> <li>• Application of Differentiation</li> <li>• Integral calculus</li> <li>• Modelling Financial situations</li> <li>• Descriptive statistics and bivariate Data</li> <li>• Random variables</li> </ul>	
<b>Equipment</b>	
Scientific Calculator	

**Course: Mathematics Extension 1****Course No: 11250**

1 units Preliminary (“Preliminary Mathematics Extension”) and HSC **ATAR accredited: Yes**

**Exclusions:** Mathematics Standard

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the core of the 5.3 level course in the Mathematics Years 7 – 10 Syllabus (2002), along with the recommended options.

**Course Description:**

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

**Main Topics Covered:****Preliminary Course**

- Further work with functions
- Polynomials
- Inverse trigonometric functions
- Further trigonometric identities
- Rates of change
- Working with combinations
- Harder applications of the Preliminary Mathematics course

**HSC Course**

- Proof by mathematical induction
- Introduction to Vectors
- Trigonometric Equations
- Further calculus skills
- Applications of calculus
- The Binomial Distribution

**Equipment**

Scientific Calculator

<b>Course: Mathematics Extension 2</b>	<b>Course No: 15260</b>
1 unit additional to the 3 unit course, for the HSC year only.	<b>ATAR accredited:</b> Yes
<b>Exclusions:</b> Mathematics Standard	
<b>Prerequisites:</b> The syllabus is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject. Students must achieve extension I outcomes.	
<b>Course Description:</b> The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.	
<b>Main Topics Covered:</b>	
<ul style="list-style-type: none"> <li>• Graphs</li> <li>• Complex Numbers</li> <li>• Conics</li> <li>• Integration</li> <li>• Volumes</li> <li>• Mechanics</li> <li>• Polynomials</li> <li>• Harder Extension 1 Topics</li> </ul>	
<b>Equipment</b>	
Scientific Calculator	

<b>Course: Mathematics Standard Year 11</b> <b>Mathematics Standard Year 12</b>	<b>Course No: 11236</b> <b>Course No: 15236</b>
2 units Maths Standard Year 11 (Board Developed Course) - 2 units Maths Standard 2 Year 12 (Board Developed Course) -	<b>ATAR accredited: Yes</b> <b>ATAR accredited: Yes</b>
<p><b>Prerequisites:</b> The Mathematics Standard 2 course is constructed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years – 10 Syllabus including, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and surface area, equations, financial mathematics, linear and non-linear relationships, probability, trigonometry, single variable data analysis and volume.</p> <p><b>Exclusions:</b> 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.</p>	
<p><b>Course Description:</b>  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 or Mathematics Standard 2 Year 12 course. All students studying the Mathematics Standard 2 course will sit for an HSC examination. The study of Mathematics Standard 2 in Stage 6:</p> <ul style="list-style-type: none"> <li>• enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• 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</li> <li>• provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training</li> </ul>	
<p><b>Equipment</b>  Scientific Calculator</p>	

<b>Course: Mathematics Standard Year 12</b>		<b>Course No: 15231</b>
2 units Maths Standard Year 11(Board Developed Course) - <b>ATAR accredited: Yes</b> 2 units Maths Standard 1 Year12 (Board Developed Course) - <b>ATAR accredited: Yes Category B</b> (If HSC exam is sat)		
<p><b>Prerequisites:</b> The Mathematics Standard 1 course is constructed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7 – 10 Syllabus including, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and surface area, equations, financial mathematics, linear and non-linear relationships, probability, trigonometry, single variable data analysis and volume.</p> <p><b>Exclusions:</b> Students may <b>NOT</b> 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.</p>		
<p><b>Course Description:</b> 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 or Mathematics Standard 2 Year 12 course. Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.</p> <p>The study of Mathematics Standard 1 in Stage 6:</p> <ul style="list-style-type: none"> <li>enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>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</li> <li>provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training</li> </ul>		
<p><b>Content:</b> The Mathematics Standard Year 11 course content comprises of four Topics divided into subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:</p>		
<p><b>Equipment</b> Scientific Calculator</p>		
<b>Year 11 (same as Standard 2 course)</b>	<b>Year 12</b>	
<p>Topic: Algebra</p> <ul style="list-style-type: none"> <li>Formulae and Equations</li> <li>Linear Relationships</li> </ul> <p>Topic: Measurement</p> <ul style="list-style-type: none"> <li>Applications of measurement</li> <li>Working with Time</li> </ul> <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> <li>Money Matters</li> </ul> <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> <li>Data Analysis</li> <li>Relative Frequency and Probability</li> </ul> <p>Topic: Measurement</p>	<p>Topic: Algebra</p> <ul style="list-style-type: none"> <li>Types of Relationships</li> </ul> <p>Topic: Measurement</p> <ul style="list-style-type: none"> <li>Right-angled Trigonometry</li> <li>Rates</li> <li>Scale Drawings</li> </ul> <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> <li>Investment</li> <li>Depreciation and Loans</li> </ul> <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> <li>Further Statistical Analysis</li> </ul> <p>Topic: Networks</p>	

<b>Course: Modern History</b>	<b>Course No: 11270</b>
2 units Board Developed Course <b>Exclusions:</b> Nil	<b>ATAR accredited:</b> Yes
<p><b>Course Description:</b> The Preliminary course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their HSC studies. Students are required to study Parts I, II and III of the course.</p>	
<p><b>Preliminary course:</b></p> <ol style="list-style-type: none"> <li>1. Investigating Modern History – for example: Historic sites and sources; History and memory; Commemoration of the past</li> <li>2. Core Studies such as: The Decline and Fall of the Romanov Dynasty; The American Civil War; The Cuban Revolution; and The Origins of the Arab Israeli Conflict.</li> <li>3. Historical Investigation – allows students to conduct guided research on an area of Modern History.</li> <li>4. Shaping the Modern World – topics such as World War 1; The French Revolution.</li> </ol> <p><b>HSC Course</b></p> <ol style="list-style-type: none"> <li>1. Core Study: Power and Authority in the Modern World 1919-1946; The Rise of Dictatorships after World War 1; Hitler and Nazi Germany to 1939; The search for peace and security to 1946.</li> <li>2. National Studies: students investigate features and issues in the History of one country – such as Russia and the Soviet Union 1917-1941.</li> <li>3. Peace and Conflict: students investigate key features and issues of ONE study in peace and conflict such as: Conflict in Indochina 1954-1979; Conflict in Europe 1935-1945.</li> <li>4. Change in the Modern World: students investigate key features of the history of ONE of the following focusing on political and social change, individuals and groups such as: Civil Rights in the USA 1945-1968; The changing World Order 1945-2011; The Nuclear Age 1945-2011.</li> </ol>	
<p><b>Particular Course Requirements:</b></p> <p>The Preliminary course is a prerequisite for the HSC course.</p> <p>Please be aware that essay writing is a necessary skill to succeed in this course. Students will be taught the foundations in a structured format in the preliminary course to allow them to undertake further study for the HSC.</p>	

<b>Course: Music 1</b>	<b>Course No: 11280</b>
2 units Board Developed Course	<b>ATAR accredited: Yes</b>
<b>Exclusions:</b> Music 2 <b>Prerequisites:</b> Music mandatory course (or equivalent)	
<b>Course Description:</b> In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in <b>performance, composition, musicology</b> and <b>aural</b> within the context of a range of styles, periods and genres.  Concepts of music studied include: <ul style="list-style-type: none"> <li>• Duration</li> <li>• Pitch</li> <li>• Dynamics and expressive techniques</li> <li>• Tone</li> <li>• Texture</li> <li>• Structure</li> </ul>	
<b>Main Topics Covered:</b> Students study <b>three</b> topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres. These can be reviewed in more detail on the BOS web site.  Topics studied in the HSC course will be different from those studied in the Preliminary course.  Students will explore and develop knowledge and understanding of the elements of music and how these apply.	
<b>Particular course requirements:</b>  <b>HSC course</b> In addition to core studies in performance, composition, musicology and aural, students select <b>THREE</b> electives from any combination of performance, composition and musicology. These electives must represent <b>EACH</b> of the three topics studied in the HSC course.  Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.  <b>Cost:</b> Preliminary \$40, HSC \$40  It is also recommended that students obtain individual practical musical tuition outside of school.	

<b>Course: Personal Development Health and Physical Education</b>		
		<b>Course No: 11300</b>
2 units	Board Developed Course	<b>ATAR accredited: Yes</b> <b>Exclusions: Nil</b>
<p><b>Course Description:</b>  The Preliminary course examines a range of areas that underpin physical activity and health. This includes how people think about physical activity and health, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.</p> <p>In the HSC course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people and 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.</p>		
<p><b>Main Topics Covered:</b></p> <p><b>Preliminary Course</b>  <b>Core Topics (30% each)</b></p> <ul style="list-style-type: none"> <li>● Better Health for Individuals</li> <li>● The Body in Motion</li> </ul> <p><b>Optional Components (20% each)</b>  Students to select two options each from</p> <ul style="list-style-type: none"> <li>● First Aid</li> <li>● Composition and Performance</li> <li>● Fitness Choices</li> <li>● Outdoor Recreation</li> </ul> <p><b>HSC Course</b>  <b>Core Topics (30% each)</b></p> <ul style="list-style-type: none"> <li>● Health Priorities in Australia</li> <li>● Factors Affecting Performance</li> </ul> <p><b>Optional Component (20% each)</b>  Students to select two options each from</p> <ul style="list-style-type: none"> <li>● The Health of Young People</li> <li>● Sport and Physical Activity in Australian Society</li> <li>● Sports Medicine</li> <li>● Improving Performance</li> <li>● Equity and Health</li> </ul>		
<p><b>Particular Course Requirements:</b>  Students need to be aware that this subject is predominantly theory work. There is only limited opportunity to participate in practical activities.</p>		



**Course: Physics****Course No: 11310**

2 units Board Developed Course

**ATAR accredited:** Yes**Exclusions:** A maximum of 6 units of science can be studied in Year 11 and 7 units in year 12.**Course Description:**

The Physics Stage 6 course explores the study of matter and its motion through space and time, along with related concepts that include energy and force. It explores phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

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

This course helps students develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies

**Main Topics Covered:****Year 11 course**

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

**HSC Course**

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

**Particular Course Requirements:**

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

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

Students may study **one of, or any combination of**, the following Stage 6 Science courses up to a maximum of 6 preliminary units and then 7 HSC units: Biology, Chemistry, Earth and Environmental Science, Investigating Science, Physics, Science Extension (1 unit course, Year 12 only). The above Stage 6 Science courses including the Investigating Science course may provide entry into the new Science Extension (Year 12) course which has been developed to engage high-achieving students and better prepare them for university and careers in STEM.

<b>Course: Society and Culture</b>	<b>Course No: 11330</b>
2 units Board Developed Course <b>Exclusions:</b> Nil	<b>ATAR accredited:</b> Yes
<b>Course Description:</b>	
<p>Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.</p> <p>The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.</p>	
<b>Main topics Covered:</b>	
<b>Preliminary Course</b>	
<ul style="list-style-type: none"> <li>• The Social and Cultural World (20%) – the interaction between aspects of society and cultures.</li> <li>• Personal and Social Identity (40%) – socialisation &amp; coming of age in a variety of social and cultural settings.</li> <li>• Intercultural Communication (40%) – how people in different cultures interact and communicate.</li> </ul>	
<b>HSC Course</b>	
<b>Core</b>	
<ul style="list-style-type: none"> <li>• Social and Cultural Continuity and Change (30%) – the nature, continuity and change, research and study of a selected country.</li> <li>• The Personal Interest Project (30%) - an individual research project.</li> </ul>	
<b>Depth Studies (40%)</b>	
Two to be chosen from:	
<ul style="list-style-type: none"> <li>• Popular Culture – the interconnection between individuals and popular culture.</li> <li>• Belief Systems – role of belief systems in societies, cultures and personal life.</li> <li>• Equality and Difference – the nature of equality and difference in societies and cultures.</li> <li>• Work and Leisure – the nature and role of work and leisure in society.</li> </ul>	
<b>Particular Course Requirements:</b> Completion of 'Personal Interest Project' (PIP)	

<b>Course: Studies of Religion II</b>	<b>Course No: 11360</b>
2 units Board Developed Course	<b>ATAR accredited: Yes</b> <b>Exclusions: Studies of Religion I</b>
<b>Course Description:</b> If you are interested in Religion and how its beliefs, traditions and practices affect our society then you will enjoy this subject. This course is not just for people who are very religious but rather for those who wish to understand one of the driving forces in world culture. Is religion the cause of wars in the world? How did religions begin? What do different religions believe?	
<b>Main Topics Covered</b>	
<b>Preliminary Course</b>	
<ul style="list-style-type: none"> <li>• Nature of Religion and Beliefs – What is religion?</li> <li>• 3 studies of religious tradition selected from Buddhism, Christianity, Hinduism, Islam, Judaism. An introduction to the foundation and way of life in each tradition.</li> <li>• Religion in Australia before 1945. How did religion change and effect the way of life of Australians?</li> </ul>	
<b>HSC Course</b>	
<ul style="list-style-type: none"> <li>• Religion in Australia after 1945. What have been the growth areas in religion? Islam, Pentecostalism and Multiculturalism.</li> <li>• 3 studies of religious traditions in depth from Buddhism, Christianity, Hinduism, Islam and Judaism. A closer look at 3 traditions and important people within them.</li> <li>• Religion and Peace – What is “Peace“ and how is it understood by 2 religions?</li> <li>• Religion and Non-Religion. How do religious and non-religious people differ in the way they look at the world?</li> </ul>	

<b>Course: Textiles &amp; Design</b>	<b>Course No: 11370</b>
2.units Board Developed Course <b>Exclusions:</b> Nil	<b>ATAR accredited: Yes</b>
<b>Course Description:</b>	
<p>The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.</p> <p>The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a <b>Major Textiles Project</b> which is specific to a selected focus area and which includes supporting documentation and textile item/s.</p>	
<b>Main Topics Covered:</b>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Design (40%)</li> <li>• Properties and Performance of Textiles (50%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%)</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Design (20%)</li> <li>• Properties and Performance of Textiles (20%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>• Major Textiles Project (50%)</li> </ul>	
<b>Particular Course Requirements:</b>	
<p>In the Preliminary course, practical experiences are integrated into the Design and Properties and Performance of Textiles areas of study as either experimental work and/or project work. In the HSC course, the major textile project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.</p> <p>Students must possess well developed time management skills that allow them to work independently on their project work.</p>	
<b>Fee:</b> \$100 per year	

<b>Course: Visual Arts</b>	<b>Course No: 11380</b>
2 units      Board Developed Course	<b>ATAR accredited:</b> Yes
<p><b>Exclusions :</b> projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p><b>Course Description:</b>  Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.  The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
<p><b>Main Topics Covered:</b></p> <p><b>Preliminary Course learning opportunities focus on:</b></p> <ul style="list-style-type: none"> <li>• The nature of practice in artmaking, art criticism and art history through different investigations</li> <li>• The role and function of artists' artwork, the world and audiences in the artworld</li> <li>• The frames (cultural, structural, subjective and postmodern orientations) and how students might develop their own informed points of view</li> <li>• How students may develop meaning, focus and interest in their work</li> <li>• Building understandings over time through various investigations and working in different forms.</li> </ul> <p><b>HSC Course learning opportunities focus on:</b></p> <ul style="list-style-type: none"> <li>• How students may develop their own informed points of view in increasingly more independent ways using the frames</li> <li>• How students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest</li> <li>• How students may learn about the relationships between artist, artwork, world, audience within the artworld</li> <li>• How students may further develop meaning and focus in their work.</li> <li>•</li> </ul>	
<p><b>Particular Course Requirements:</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• artworks in at least 2 forms and use of a process diary</li> <li>• a broad investigation of ideas in art criticism and art history</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• development of a body of work and use of a process diary</li> <li>• a minimum of 5 Case Studies (4–10 hours each)</li> <li>• deeper and more complex investigations of ideas in art criticism and art history.</li> <li>• Formal Examination</li> </ul> <p><b>Cost:</b> Preliminary \$80, HSC \$60</p> <p><b>Please note:</b> students may be required to purchase additional resources above the course cost charged in order to complete their HSC BOW submission.</p>	

## **Vocational Education and Training Courses available at The Hills Sports High:**

### **Certificate II Hospitality Food and Beverage Stream – SIT20316**

**Course costs Year 11: \$200 (includes food requirements and the purchase of students' Hospitality uniforms)**

**Course costs Year 12: \$100 (Includes food requirements and workbooks)**

***(These are estimated costs which will be confirmed by the equipment resource companies at the beginning of the course)***

A school-based traineeship and apprenticeship are available in this course, for more information : <http://www.sbatinnsw.info/>



Course: <b>Hospitality</b> (240 indicative hours) Board Developed Course Number: <b>26511</b>		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>SIT 20316 Certificate II in Hospitality</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>SIT Tourism, Travel and Hospitality</b> Training Package (Release 2) ( <a href="http://training.gov.au">http://training.gov.au</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
<b>SIT 20316 Certificate II in Hospitality</b>		<b>Units of Competency</b>	
<b>6 Core</b> SITXWHS001 Participate in safe work practices BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry SITXCCS003 Interact with customers SITHIND003 Use hospitality skills effectively SITXCOM002 Show social and cultural sensitivity  <b>6 Electives</b> SITXFSA001 Use hygienic practices for food safety; Group A		SITHFAB005 Prepare and serve espresso coffee; Group B SITHFAB007 Serve food and beverage; Group B SITXFSA002 Participate in safe food handling practices; Group B SITHFAB004 Prepare and serve non-alcoholic beverages; Group B SITHCCC003 Prepare and present sandwiches; Group B  <b>Additional units required to attain an HSC credential in this course</b> SITHCCC001 Use food preparation equipment SITXCOM001 Source and present information Group B BSBSUS201 Participate in environmentally sustainable work practices Group B	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
<b>Pathways to Industry</b> Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
<ul style="list-style-type: none"> <li>Supporting and working with colleagues to meet goals and provide a high level of customer service</li> </ul>		<ul style="list-style-type: none"> <li>Prepare for front of house service, manage resources, preparing and serving a range of food and beverages</li> </ul>	
<b>Examples of occupations in the Hospitality Industry</b>			
<ul style="list-style-type: none"> <li>Café Attendant</li> </ul>	<ul style="list-style-type: none"> <li>Food and Beverage Attendant</li> </ul>	<ul style="list-style-type: none"> <li>Barista</li> </ul>	
<b>Mandatory course requirements to attain a HSC credential in this course</b> Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
<b>Admission Requirements</b> To enrol in <b>SIT 20316 Certificate II in Hospitality</b> , students should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment and use hand held and larger commercial equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Optional HSC examination for ATAR purposes</b> The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: Year 11 Course fee \$200 and Year 12 \$100</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			

## BOARD ENDORSED COURSES

There are two types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses have syllabuses endorsed by the NSW Education Standards Authority (NESA) to cater for areas of special interest not covered in Board Developed Courses. Many EVET courses (which are written and delivered by Registered Training Organisations -RTOs) have Content Endorsed status granted by the Board.
- Schools may also design special courses in order to meet student needs. These courses must be approved by the 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, however, do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

Content Endorsed Courses may be studied as 2 units Preliminary then HSC courses



**Course: Ceramics**

**Course No: 35029**  
**Not suitable for ATAR**

**Content Endorsed Course:** 2 Unit over 2 years Preliminary and HSC

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

### **Course Description**

Ceramics is the art and technology of forming, firing and glazing clay to make a range of products. Ceramics offers students the opportunity to explore contemporary artistic practices that make use of ceramics as a means of producing both functional and non-functional objects. 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.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the ceramic works that surround them (both functional and non-functional) – 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 the field of Ceramics and understand and value how this field of practice invites different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of clay forms that lead to and demonstrate conceptual and technical accomplishment as well as increasingly accomplished critical and historical investigations.

### **Main Topics Studied**

The following mandatory modules will be studied

- Introduction to ceramics
- Occupational Health and safety

As well as selected modules from the following:

- Handbuilding
- Wheel throwing
- Sculptural forms
- Kilns
- Glaze technology
- Casting
- Surface treatment
- Mixed Media
- Student directed major ceramics projects.
- 

### **Particular Course Requirements**

Students are required to keep a diary throughout the course documenting all designs and processes.

**Cost:** Preliminary \$80, HSC \$60

**Course: Exploring Early Childhood**

**Course No: 31010**

2 Unit Content Endorsed Course

**ATAR accredited: NO**

**Exclusions: Nil**

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.
- Become aware of the work opportunities available in the area of children's services.

**Special Requirements:**

Cooking for nutrition – closed school design leather shoes, apron, tea towel.

**Unique Parenting Experience**

As a student in this course, you will be required to parent a computerised infant simulator. Through this program, you will experience the day-to-day realities of caring for a newborn infant. You will be a full time parent for 2 days – 3 days and tend to the baby's needs and demands, just as you would a real newborn baby. The cry is realistic and it will cry at random intervals throughout the day and night. This task is mandatory and forms an important part of the assessment for this course.

**Course: Photography, Video & Digital Imaging****Course No: 34258****Not suitable for ATAR****Content Endorsed Course** 2 Unit over 2 years Preliminary and HSC

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

**Course Description**

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

The course is designed to enable students to gain an increasing level of 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.

**Main Topics Covered**

Modules may be selected in any of the two broad fields of

- Video
- Digital Imaging.

Modules include: Introduction to the Field; Developing a Point of View; Traditions, Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; and Temporal Accounts. An Occupational, Health and Safety Module is mandatory. The additional module Individual/collaborative project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

**Particular Course Requirements**

Students are required to keep a diary throughout the course.

Cost: Preliminary \$80; HSC \$60

Please note: additional individual costs above the course cost charged may occur.

**Course: Sport, Lifestyle and Recreation Studies**

**Course No: 35017**

**Content Endorsed Course**

**ATAR accredited: NO**

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

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

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

Through the course students will develop:

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

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

Aquatics; Athletics; First Aid; Fitness; Specific Sports; Gymnastics; Outdoor recreation; Sports Administration; Coaching; Social Perspectives of Sport and Healthy Lifestyles.

**Course: Visual Design**

**Course No: 35100**  
**Not suitable for ATAR**

**Content Endorsed Course:** 2 Unit over 2 years Preliminary and HSC

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

### **Course Description**

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

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

The course is designed to enable students to gain an increasing level of accomplishment and independence in their representation of ideas in the 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 leads to and demonstrates conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

### **Main Topics Covered**

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 specialize in one or more of these fields or explore the connections further between the fields. The Occupational, Health and Safety Module is mandatory in any course.

### **Particular Course Requirements**

Students are required to keep a diary throughout the course.

Cost: Preliminary \$60; HSC \$60

<b>Course: Work Studies</b>	<b>Course No: 35200</b>
<b>Content Endorsed Course</b> 2 unit <b>Exclusions:</b> Nil	<b>Not suitable for ATAR</b>
<p>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 and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.</p> <p>This course in Work Studies will assist students:</p> <ul style="list-style-type: none"> <li>• provide a curriculum structure which encourages students to complete secondary education</li> <li>• foster the intellectual, social and moral development of students, in particular developing their: <ul style="list-style-type: none"> <li>– knowledge, skills, understanding and attitudes in the fields of study they choose – capacity to manage their own learning – desire to continue learning in formal or informal settings after school – capacity to work together with others – respect for the cultural diversity of Australian society</li> </ul> </li> <li>• provide a flexible structure within which students can prepare for: – further education and training – employment – full and active participation as citizens</li> <li>• provide formal assessment and certification of students’ achievements</li> <li>• provide a context within which schools also have the opportunity to foster students’ physical and spiritual development.</li> </ul> <p>Knowledge, understanding and skills Students will develop:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of work, the work environment and skills for employment</li> <li>• knowledge and understanding of employment options, career management, life planning and further education and training</li> <li>• skills for success in the workplace</li> <li>• skills in critically assessing personal and social influences on individuals and groups.</li> </ul> <p>Values and attitudes Students will value and appreciate:</p> <ul style="list-style-type: none"> <li>• opportunities to build self-belief, motivation, persistence, and resilience</li> <li>• achieving positive results in school, work, family and community activities</li> <li>• personal attributes that contribute to success in the workplace</li> <li>• access to employment opportunities and further education and training.</li> </ul>	
<p>The course has two core studies, and elective course modules.</p> <p><b>Core 1 – My Working Life</b></p> <p><b>Module - My Working Life modules</b></p> <p>There are a range of elective modules which expand on the issues introduced in the core. Skills such as: workplace communication, personal finance, job applications, teamwork, work/life balance and self-employment</p>	



## Study your background community language at the Saturday School of Community Languages!

Connection Diversity Excellence

The Saturday School of Community Languages (SSCL) is a Department of Education secondary school that offers language courses to students wishing to study their background community language if it is not available for study at their weekday school.

There are sixteen SSCL Centres, fourteen based at high schools in the Sydney metropolitan area and one each in Wollongong and Newcastle.

Courses are offered for the Record of School Achievement and the Higher School Certificate in 24 languages.

At **The Hills Sports High School centre**, the following languages are available for study:

**Chinese, Hindi, Korean, Maltese, Modern Greek, Polish, Punjabi, Spanish and Turkish.**

Classes are held on the Saturday at the end of each school week of the four government school terms.

In 2020, classes are due to start on Saturday, 1st February.

For more information, please visit the Saturday School of Community Languages website [www.sscl.schools.nsw.edu.au](http://www.sscl.schools.nsw.edu.au).

If you wish to study your background community language, please obtain initial advice from your school.

The 2020 new enrolment application forms will be available from the website from the middle of Term 3 this year.

**In 2020 the formal enrolment period for new students will end on Friday 14th February. Enrolments received after this date will be subject to the usual enrolment criteria in addition to availability of places in established classes.**