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# Picnic Point High School



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Year 10 2014  
into  
Year 11 2015

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Subject Selection Booklet

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This Subject Selection Booklet can be used with the following resources:

- Subject Selection Night Prezi : <http://bit.ly/1rDvok0>
- Video and commentary of the Subject Selection Night can be found at the school's website on the front page under links > Year 10 Subject Selection: <http://www.picnicpt-h.schools.nsw.edu.au/index.php?>

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## Common Terms

### **ATAR**

Australian Tertiary Admission Rank

### **ATAR courses**

ATAR courses are Board Developed courses for which there are formal examinations conducted by the Board of Studies that yield a graded assessment. These are the only courses that can be included in the ATAR calculations. ATAR courses are classified as either Category A courses or Category B courses.

### **Board Developed Course**

Developed and examined by the BOSTES, these courses count towards the HSC and the calculation of an ATAR.

### **Board Endorsed Course**

Developed by schools, TAFE and universities, these courses count towards the HSC but do not have an HSC examination and do not contribute towards the calculation of an ATAR.

### **Syllabus**

Describes the aims, objectives, content and outcomes to be achieved in a course. All Syllabus documents are available from the BOSTES website.

### **Units**

All HSC courses have a unit value – most courses have a 2 unit value, extension courses usually have a 1 unit value. Each unit involves class time of approx 2 hours per week (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.

### **UAC**

The Universities Admissions Centre (NSW & ACT) Pty Ltd is the central office that receives and processes applications for admission to most undergraduate courses offered by universities in NSW and the ACT.

## Useful Websites

**Board of Studies Teaching and Educational Standards** [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

**NSW HSC online** [www.hsc.csu.edu.au](http://www.hsc.csu.edu.au)

**Universities Admissions Centre** [www.uac.edu.au](http://www.uac.edu.au)

**Education and Training – State Training Services** [www.training.nsw.gov.au](http://www.training.nsw.gov.au)

**TAFE NSW** [www.tafensw.edu.au](http://www.tafensw.edu.au)

**Career Information Centres** [www.centrelink.gov.au](http://www.centrelink.gov.au)

**My Future – Occupations** [www.myfuture.edu.au](http://www.myfuture.edu.au)

## Introduction

Welcome to the final two years of your Secondary Education. We are pleased that you have made the decision to study at Picnic Point High School to achieve your Higher School Certificate and we offer you our ongoing support, as you work toward this goal.

The final two years of school are very special and should be fulfilling. Importantly, they open up pathways to the future for each student and subject choice should be considered along with career goals. Although the HSC will involve hard work, most students find this time enjoyable and personally rewarding. School is, of course, about much more than the subjects taken and the most successful students are those who remain or become fully involved in the life of the school, whether it be through sport, cultural activities and/or social opportunities.

This booklet contains information on the courses offered in Years 11 and 12. Included in this are the vocational courses that we offer on-site. Vocational courses can also be undertaken through TAFE Vocational Educations and Training (TVET) or school based apprenticeships/traineeships. The booklet also contains the subject selection process and information on assessment in the HSC.

Picnic Point High School prides itself on being able to provide quality advice to ensure that individual students are able to select the course which most appropriately reflects their abilities, interests and aspirations.

Much of this advice is given through the Year 10 Careers Workshop program recently held, but a number of further meetings and expos are provided over the coming weeks. Selecting subjects for the HSC is not a simple task and it should not be taken lightly. It is important for students to discuss the issue as it relates to themselves with a wide variety of people: but the decision should be theirs.

Often, the importance of the ATAR, for University entrance, appears to make subject selection more difficult. Therefore, the best advice to students is always to do subjects in which you have had some success previously and which you enjoy.

It can happen that we are unable to offer a subject due to insufficient numbers or because of a timetable clash and for this reason we ask you to have at least three reserve subjects selected as well.

Remember that we are here to help and if either parents or students feel the need for further information or counselling, there are a number of people at school who can be contacted. This includes Mr J Eaton, our Careers Adviser, Mr D Rawlings, Head Teacher Teaching and Learning, Mr S Schomberg your Deputy Principal, Ms K Elwell your Year Adviser, each respective Head Teacher of Faculty or myself.

On behalf of the School I would like to wish you well in this most important subject selection process.

*Wolly Negroh*

Mr Wolly Negroh  
**Principal**  
**Picnic Point High School**

## Information about the HSC

### Information about the HSC

This is your introduction to the HSC and the many options available.

### Outline of the HSC

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at University and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses can be linked to further education and training.
- Extension courses will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses can count towards the HSC and will also lead to qualifications recognised across a range of industries. These are both delivered at school and externally at TAFE.

### The Board of Studies, Teaching Education Standards (BOSTES)

- The BOSTES website is accessible to all students, and parents, and has copies of all syllabus documents together with specimen examination papers and assessment guidelines for all HSC courses.

Their website address is:

[www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

Students are encouraged to access this website on a regular basis.

## Work Ethic

The school recognises that student's positive work ethic is crucial to their success with their academic studies.

For students, their work ethic can be enhanced by addressing each of the points listed below:

- Be punctual to all lessons.
- Provide all necessary equipment and books for all lessons.
- Be prepared for lessons by having books open with other equipment at hand ready to use as required. They should do this without awaiting specific teacher direction.
- Be aware that there will be consequences when deadlines are not adhered to.
- Be aware that the responsibility for learning lies with the student themselves.
- Need to become planners and goal setters.
- Need to make every endeavour NOT to waste time.

### 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 BOSTES. For each course the following information is available:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements

All students entered for the HSC who are studying Board Developed 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 the BOSTES to cater for areas of special interest not covered in the Board Developed Courses.

There is no external examination for any Content Endorsed 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.

School Designed Courses are not offered at Picnic Point High School.

#### Special Education – Life Skills HSC Courses

If you have special education needs you can earn your HSC by studying HSC Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to gain your HSC.

You will need to talk with your Year Adviser/Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

A list of Life Skills courses is available under HSC Syllabuses on the BOSTES website.

For more information go to [http://www.boardofstudies.nsw.edu.au/special\\_ed/faq\\_11\\_12.html](http://www.boardofstudies.nsw.edu.au/special_ed/faq_11_12.html)

## Vocational Education and Training (VET) Courses either Board Developed or Board Endorsed:

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations.

These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF).

The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained.

Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

The Board Developed VET courses are classified as Category B subjects, and as such, **ONLY ONE** may contribute to the calculation of the ATAR. These courses have an optional HSC exam but this will not be optional if the student requires this mark for their ATAR calculation.

Due to the specific requirements of a VET course, eg. work placement, transport requirements, etc. it is strongly recommended students speak with Mr J Eaton (TVET Co-ordinator) and/or Mr D Rawlings (VET Co-ordinator) before choosing a VET/TVET course to ensure they are fully aware of course requirements.



## Course Levies/Fees

Please note that some courses attract a levy to cover the cost of materials which form an integral part of the delivery of that particular course. If a course levy applies, it is indicated at the bottom of the subject specific pages.

Some courses have a levy attached to cover the cost of materials required as identified above. In addition to this, some courses involve further costs associated with field work opportunities, theatrical performances, excursions, etc. Such costs are incorporated into School fees.

Food Technology	\$60
VET Entertainment (\$90 Prelim) (\$40 HSC Year)	\$130
VET Construction	\$110
Industrial Technology	\$70
Engineering Studies	\$15
Textiles and Design	\$60
Music	\$25
Photography, Video & Digital Imaging	\$100
Japanese Continuers	\$28
Visual Arts	\$70
VET Sport, Fitness & Recreation	\$25
VET Hospitality (Food & Beverage)	\$75

## Unavailability of Course

Whilst this booklet contains an outline of a wide variety of courses, students need to be aware that **not all courses will eventually run**. To avoid disappointment, students **must** nominate 3 acceptable alternatives as backup courses, in case one of their original selections does not operate. Courses may not operate due to a limited number of students nominating a particular course or courses.

## Pathways

The Higher School Certificate may be accumulated over an extended period, of up to 5 years. This allows students the opportunity to maximise their performance. Students who undertake the Pathways program frequently have extensive commitments beyond the school day and this program allows them the flexibility to juggle such commitments but still pursue their secondary studies.

There are a variety of pathways for the accumulation of the HSC. The two most common are to:

- a) Complete the full Preliminary program and then split Year 12 across the next two years.
- b) Complete two thirds of the Preliminary course in the first year, complete the remaining Preliminary course together with two HSC subjects in the second year, to then complete the HSC in the third year.

## 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 2 hours per week (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 = 4 hours per week (approximately 120 hours per year) = 100 marks

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

### **2 UNIT COURSE**

This is the basic structure for all courses.

### **EXTENSION COURSE**

Extension study is available in a number of subjects.

Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Music, some Languages and VET.

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 subjects other than English and Mathematics are offered and examined in Year 12 only.

## Requirements for the Award of the HSC

If you wish to be awarded the HSC:

- You must study 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 contribute to Higher School Certificate eligibility.
- You must complete 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 required Higher School Certificate examinations.

### **Additional information:**

The BOSTES 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 an Australian Tertiary Academic Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, *University Entry Requirements 2016 Year 10 Booklet*, published by UAC contains 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.

### **HSC: All My Own Work – a Program in Ethical Scholarship for HSC students**

The HSC: *All My Own Work* program is designed to strengthen the capacity of HSC students to follow the principles and practices of good scholarship, including understanding and valuing ethical practices related to locating and using information as part of their HSC program.

The program will consist of a number of modules which can be accessed online in a flexible, self-paced mode after a workshop delivery in the final weeks of Year 10. It is expected that the program will take between 5 and 10 hours to complete. Each student is required to satisfactorily complete the material contained in the program before commencing their HSC program of study. Satisfactory completion of the program will be an eligibility requirement for all candidates entering Higher School Certificate 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.

Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

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.

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 Achievement

*(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 (except VET courses) you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown*

## Subject Selection Process

**Year 10 2014 – Year 11 2015**

### **Core elements include:**

- Subject Selection Handbook.
- Faculties speaking to students regarding courses in their faculty and level of study required in those courses.
- Presentation to Year 10 students regarding requirements for the award of HSC.
- Careers Expo.
- Preliminary choices are completed through the subject selection process
- Interviews with students regarding these preliminary choices.
- Parent information evening.

### **The process:**

- 1) Attend subject selection night.
- 2) Receive subject selection form and information (draft and coloured final copy, see attachment over page).
- 3) Consult with your parents, teachers, deputies and careers adviser.
- 4) Fill out white draft sheet in consultation with subject choice booklet.
- 5) Once final decision has been made transfer onto final coloured copy (do not scribble/change on this page).
- 6) Gather relevant signatures from English and (where applicable) Maths and Science teachers to recommend the appropriate level of study.
- 7) Complete any TVET or SBAT forms supplied if you wish to choose those courses in your pattern of study and gain the signature of Mr Eaton once completed.
- 8) Attend your interview time with Mr Eaton for checking of requirements for BOSTES/ATAR etc.
- 9) Hand in forms during your allocated period on subject selection day.



# PICNIC POINT HIGH SCHOOL

Subject Selection Form

## Student Student

### YEAR 11 - 2015 SUBJECT SELECTION FORM

All students in Year 10 must complete this form. This completed form must be returned to Mr Eaton on Friday, 22 August 2014.

**1. My pathway next year will be:**

- ☐ Year 11 studies at Picnic Point High School – (go to Question 2)
- ☐ Leaving Picnic Point High School – Full time TAFE
- ☐ Leaving Picnic Point High School – Full time Apprenticeship
- ☐ Leaving Picnic Point High School – Full time employment
- ☐ Leaving Picnic Point High School – Part time employment/part time TAFE
- ☐ Leaving Picnic Point High School – Transfer to another school

**2. I am continuing my education in Year 11 at Picnic Point High School. My pattern of studies will lead towards:**

- ☐ Getting an ATAR to go to university
- ☐ Not sure if university is for me – I want an ATAR in case I change my mind
- ☐ Do not want an ATAR – am seeking employment or a TAFE option after Year 12
- ☐ Seeking to complete Year 11 and possibly exit to TAFE/Employment

**3. My subject choices for next year in order of preference:**

**2 Unit Subjects**

1	English Advanced, Standard, Studies
2	
3	
4	
5	
6	

**Extension Subjects**

1	
2	

**4. If I am unsuccessful in my 2 unit subject choices above then my reserve subjects in priority order are:-**

1	
2	
3	
4	

5. **Level Verification** – English, Mathematics and/or Science levels must be verified by your current teachers

Faculty	Teacher's recommendation	Teacher's signature
English	Extension/Advanced/Standard/Studies	
Maths	Extension/2Unit/General 2/General 1	
Science	Physics/Chemistry	

6. **TVET Courses are studied at TAFE** and require a separate application. Mr Eaton must authorise your application for a TVET course and the applications must be submitted to him during subject selection interviews. Forms are to be submitted no later than 20 August 2014.

List the course/s you have applied for

Course Name	Career Adviser's signature

7. **SBAT (School Based Apprenticeship).** A school based apprenticeship is worth 4 units. Applications MUST be made through Mr Eaton.

☐ I am applying for an SBAT

Name of SBAT	Career Adviser's signature

8. **Student Verification**

- ☐ I have discussed my subject selection with my parents  
☐ I have selected my subjects to study over 2 years

Student signature \_\_\_\_\_

9. **Parent Verification**

I have discussed my child's subject selection with them. I am aware that some subjects incur a fee which must be paid at the beginning of the year.

Parent signature \_\_\_\_\_

10. **I have met and discussed my future study options** with Mr Eaton.

Career Adviser's signature \_\_\_\_\_

Administration Notes

**THIS FORM IS TO BE RETURNED TO SCHOOL ON  
FRIDAY 22 AUGUST 2014**

## Courses by Faculty

### English

English Standard	18
English Advanced	21
English Extension	25
English Studies (non-ATAR)	28

### Mathematics

General Mathematics 1 (Content Endorsed Course)	30
General Mathematics 2	32
Mathematics Extension 1 (both Preliminary and HSC)	34
Mathematics	36

### Science

Biology	38
Chemistry	39
Physics	40
Senior Science	41

### History

Ancient History	42
History Extension (Year 12 only)	43
Modern History	44
Society and Culture	45

### Creative and Performing Arts

Dance	46
Drama	47
Music 1	48
Photography, Video and Digital Imaging (Content Endorsed Course)	49
Visual Arts	50

### Social Science

Business Studies	51
Economics	52
Geography	53
Legal Studies	54

### TAS

Community and Family Studies	55
Engineering Studies	56
Food Technology	57
Industrial Technology – Multimedia Technologies	58
Industrial Technology – Timber Products and Furniture Technologies	59
Textiles and Design	60



**PDHPE**

PD Health PE	61
Sport, Lifestyle and Recreation (Content Endorsed Course)	62

**Languages**

Japanese Beginners	63
Japanese Continuers	64

**VET Courses**

Construction	65
Entertainment Industry	67
Hospitality Food and Beverage	69
Sport Coaching (Content Endorsed Course)	71

# English Standard

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

The Preliminary and HSC English (Standard) courses are designed for students to become proficient in English to enhance their personal, social and vocational lives. This course provides students with the opportunity to become confident and effective communicators and to enjoy the breadth and variety of English texts. They offer a rich language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing.

Students explore language forms, features and structures of texts in a range of personal, social, historical, cultural and workplace contexts. They respond to and compose texts to extend experience, access information and assess its reliability, and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provides students with the opportunity to appreciate the imaginative and the affective and to recognise the ways texts convey, interpret and reflect ways of thinking about the self and the world.

This course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They also encourage development of skills in independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education.

This course encourages students to reconsider and refine meaning and reflect on their own processes of responding, composing and learning.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

*Year 11 (Preliminary HSC English (Standard) Course Requirements)*

In the Preliminary English (Standard) course, students explore and experiment with the ways events, experiences, ideas, and processes are represented in and through texts.

### Course Requirements

In the Preliminary English (Standard) course, students are required to:

- study Australian and other texts
- explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- engage in the integrated study of language and text.

The course has two sections and the requirements listed above apply to both sections.

<b>Section 1</b> <b>Content common to the Standard and Advanced courses</b> is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake <b>at least one</b> Area of Study.	<b>Section 2 Electives</b> Students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the course content.
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Preliminary English (Standard) course (120 indicative hours)

<p>In the Preliminary English (Standard) course, students explore and experiment with the ways events, experiences, ideas and processes are represented in and through texts.</p> <p><b>Content common to the Standard and Advanced courses – AREA OF STUDY</b>  Provides students with the opportunity to explore, analyse and experiment with:</p> <ul style="list-style-type: none"> <li>meanings conveyed, shaped, interpreted and reflected in and through texts</li> <li>ways texts are responded to and composed</li> <li>connections between and among texts.</li> </ul>	45 indicative hours
<p><b>ELECTIVES</b>  Each of the electives provides students with:</p> <ul style="list-style-type: none"> <li>a range of texts to enable them to draw upon and comment on similarity and difference</li> <li>opportunities through their response to and composition of texts to identify, practise and develop an understanding of the ways: <ul style="list-style-type: none"> <li>texts achieve a range of purposes</li> <li>texts are modified to suit different audiences and situations</li> <li>technologies influence the structures and language of texts</li> </ul> </li> </ul>	75 indicative hours
<ul style="list-style-type: none"> <li>language forms and structures are used for meaning</li> <li>opportunities for imaginative and affective expression in their response to and composition of texts.</li> </ul>	

*Year 12 (HSC English (Standard) Course Requirements)*

In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

### **Course Requirements**

#### **Text Requirements**

- the close study of at least FOUR TYPES OF PRESCRIBED TEXT, one drawn from EACH of the following categories:
- prose fiction
- drama
- poetry
- nonfiction or film or media or multimedia texts
- a wide range of additional related texts and textual forms

The course has two sections and the requirements listed above apply to both sections.

<b>Section 1</b> Content common to the Standard and Advanced courses where students analyse and explore texts and apply skills in synthesis. The HSC common content consists of one Area of Study common to the HSC Standard and Advanced courses.	<b>Section 2</b> Modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of Modules A, B and C.
Study in the HSC course requires close study of particular texts, supported by students' own wide reading.	

**What restrictions are there on entry to this course?**

Nil

**Is there any other important information I should know?**

Study in the HSC course requires close study of particular texts, supported by students' own wide reading.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# English (Advanced)

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

The Preliminary and HSC English (Advanced) courses are designed for students to become critical and sophisticated users of English in order to enhance their personal, social and vocational lives. This course provides students who have a particular interest and ability in the subject with challenging learning experiences and opportunities to enjoy the breadth and variety of English texts, through the integration of the modes of reading, writing, speaking, listening, viewing and representing.

Students explore language forms, features and the structures of a variety of texts in a range of personal, social, historical, cultural and workplace contexts. They refine their understanding of the relationships between language and meaning. They respond to and compose texts critically and imaginatively, in order to extend experience, gain access to and evaluate ideas and information, and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Students learn to use language in complex and subtle ways to express experiences, ideas and feelings. They engage in close study of texts and extend their knowledge of personal, social, historical, cultural and workplace contexts to understand how these influence the composition of and response to texts.

This course fosters an appreciation of aesthetic values and provides students with opportunities for enhancing their understanding of literary expression. Students explore the different ways in which texts rewrite and represent conventions used in other texts and they consider how these representations achieve meaning. They learn that different ways of reading may produce different meanings and may reflect attitudes and values.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

*Year 11 (Preliminary HSC Advanced Course Requirements)*

In the Preliminary English (Advanced) course, students are required to:

- study Australian and other texts
- explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- engage in the integrated study of language and text.

The course has two sections and the requirements listed above apply to both sections.

<p><b>Section 1 Content common to the Standard and Advanced courses</b> is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.</p>	<p><b>Section 2 Electives</b> Students explore, examine and analyse texts. They analyse the ways that texts and contexts shape and are shaped by different attitudes and values. The electives comprise 60% of the course content.</p>
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*Preliminary English (Advanced) course (120 indicative hours)*

<p>In the Preliminary English (Advanced) course, students <b>explore</b> the ways events, experiences, ideas, values and processes are represented in and through texts and <b>analyse</b> the ways texts reflect different attitudes and values.</p> <p><b>Content common to the Standard and Advanced courses – AREA OF STUDY</b> Provides students with the opportunity to explore, analyse and experiment with:</p> <ul style="list-style-type: none"> <li>• meaning conveyed, shaped, interpreted and reflected in and through texts</li> <li>• ways texts are responded to and composed</li> <li>• connections between and among texts.</li> </ul>	45 indicative hours
<p><b>ELECTIVES</b> Each of the electives provides students with:</p> <ul style="list-style-type: none"> <li>• a range of texts to enable them to develop and demonstrate an understanding of ways representation occurs in texts</li> <li>• opportunities through their response to and composition of texts to explore, analyse and evaluate: <ul style="list-style-type: none"> <li>- effects of textual forms in their personal, social, historical, cultural and workplace contexts</li> <li>- ways texts are modified to suit different audiences and contexts</li> <li>- ways technologies influence the structure and language of texts</li> <li>- ways language forms and structures are used for meaning</li> </ul> </li> <li>• opportunities for imaginative and affective expression in their response to and composition of texts.</li> </ul>	75 indicative hours

*Year 12 (HSC English (Advanced) Course Requirements)*

In the HSC English (Advanced) course students analyse and evaluate texts and the ways they are valued in their contexts.

**Course Requirements**

**Text Requirements**

- the close study of at least FIVE TYPES OF PRESCRIBED TEXT, one drawn from EACH of the following categories:
- Shakespearean drama
- prose fiction
- drama or film
- poetry
- nonfiction or media or multimedia texts

- a wide range of additional related texts and textual forms

The course has two sections and the requirements listed above apply to both sections.

<b>Section 1 - Content common to the Standard and Advanced courses</b> where students analyse and explore texts and apply skills in synthesis. The <b>HSC Common Content</b> consists of <b>one Area of Study</b> common to the HSC Standard and Advanced courses.	<b>Section 2 -Modules</b> which emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued. Students are required to choose one elective from each of Modules A, B and C.
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*HSC English (Advanced) course (120 indicative hours)*

<p>In the HSC English (Advanced) course, students <b>analyse</b> and <b>evaluate</b> texts, and the ways they are valued in their contexts.</p> <p>The course requires the study of at least FIVE types of texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry; drama or film; nonfiction or media or multimedia.</p> <p><b>Content common to the Standard and Advanced courses – AREA OF STUDY</b></p> <p>Provides students with the opportunity to explore, analyse and experiment with:</p> <ul style="list-style-type: none"><li>• meaning conveyed, shaped, interpreted and reflected in and through texts</li><li>• ways texts are responded to and composed</li><li>• ways perspectives may affect meaning and interpretation</li><li>• connections between and among texts</li><li>• how texts are influenced by other texts and contexts.</li></ul>			45 indicative hours
<p><b>MODULES</b> Students choose 1 elective from each of the 3 modules.</p>			
<p><b>Module A: Comparative Study of Texts and Context</b></p>	<p><b>Module B: Critical Study of Texts</b></p>	<p><b>Module C: Representation and Text</b></p>	75 indicative hours
<p>The comparative study of texts in relation to historical or cultural contexts.</p>	<p>A single text study – the evaluation of ideas and expression.</p>	<p>The study of how textual forms, choice of language and perspectives represent information, processes and ideas.</p>	
<p>Texts, the Area of Study and Module electives ARE prescribed for the HSC.</p>			

**What restrictions are there on entry to this course?**

Nil

**Is there any other important information I should know?**

Study in the HSC course requires close study of particular texts, supported by students' own wide reading.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)



# English Extension

## 1 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

The Preliminary and HSC English (Extension) courses enable students who are accomplished, analytical and imaginative in their use of English to refine their understanding and appreciation of the cultural roles and significance of texts. This course is designed for students with a desire to pursue a specialised study of English.

This course provides students with the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Through extended engagement in investigation and composition, students explore multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation.

The Preliminary English (Extension) course consists of 60 indicative hours of study. It is a prerequisite for HSC English Extension Course 1.

HSC English Extension Course 1 consists of 60 indicative hours of study.

HSC Extension Course 2 comprises a Major Work undertaken over 60 indicative hours of study. This course **may only be undertaken in addition** to HSC Extension Course 1.

### What prerequisites are there for entry into this course?

Only students undertaking English (Advanced) may choose to study English Extension.:

### What will I learn?

*Year 11 (Preliminary HSC English (Extension) Course Requirements)*

In the Preliminary English (Extension) course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.

### Course Requirements

Students undertaking the Preliminary English (Extension) course must complete:

#### **Module: Texts, Culture and Value**

Students explore the ways in which aspects of texts from the past have been appropriated into popular culture. The module develops students' understanding of how and why cultural values are maintained and changed.

Students examine a key text from the past and its manifestations in one or more popular cultures. Through close study they:

- consider the relationships between the text and its culture
- explore the language of the texts and examine the ways in which language shapes and reflects values
- consider the effects of different ways of responding to texts
- consider the ways and reasons the original and later manifestations of the text are valued.

Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media, including some appropriations of their own choosing.

Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in popular culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in sustained composition.

#### *Year 12 (HSC English Extension Course 1 Requirements)*

In the HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

Students undertaking HSC English Extension Course 1 must complete ONE elective chosen from ONE of the HSC Modules A, B or C.

#### **Module A: Genre**

This module requires students to explore and evaluate notions of genre. It develops their understanding of the conventions and values associated with generic forms.

Each elective in this module involves the study of at least two print texts of a particular genre, to be selected from a prescribed text list. In addition, students explore, analyse and critically evaluate a range of other examples of this genre from different contexts and media.

Students consider the ways in which genres are adapted to different times and cultures and the attitudes and values reflected by these adaptations. They examine why genres arise at particular times and the social and cultural conditions that are conducive to their endurance or recurrence in popularity. Students consider the reasons for and validity of generic distinctions.

Students develop a range of imaginative, interpretive and analytical compositions, including some that explore the possibilities of the genre for a range of audiences. These compositions may be realised in various forms, modes and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in extended composition.

#### **Module B: Texts and Ways of Thinking**

This module requires students to explore and evaluate a selection of texts relating to a particular historical period. It develops their understanding of the ways in which scientific, religious, philosophical or economic paradigms have shaped and are reflected in literature and other texts.

Each elective in this module involves the study of at least two print texts, relating to a particular historical period, that demonstrate the influence of particular ways of thinking on literary and other texts. In addition, students explore, analyse and critically evaluate a range of other texts that reflect these ideas.

Students explore the ways that values are inscribed in particular texts and how they are reflected by texts. They consider whether and why texts are valued in their own time. They also consider why and by whom those texts are valued today.

Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the effects of particular paradigms for a range of audiences. These compositions may be realised in various forms, modes and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in extended composition.

#### **Module C: Language and Values**

This module requires students to investigate, explore and evaluate the ways in which language shapes and reflects culture and values. It allows students to focus on the study of language as they develop their understanding of values and the processes of valuing.

Each elective in this module involves an intensive study of language. Texts and topics are to be selected from a prescribed list. In addition, students explore, analyse and critically evaluate a range of other texts that relate to the language topic. The study may involve a sociolinguistic, historical or stylistic perspective.

Students examine language modes, media of communication, forms and features, and structures of

texts. They consider such notions and processes as symbolic representation and metaphor, convention, subversion and appropriation, composing and responding. They describe, analyse and evaluate influences on language change and the valuing that occurs in and through language. Students develop a range of imaginative, interpretive and analytical compositions including some that explore the effects of language variation for a range of audiences. These compositions may be realised in various forms, modes and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in extended composition.

**What restrictions are there on entry to this course?**

Students must undertake study of the English (Advanced) Course.

**Is there any other important information I should know?**

Study in the HSC course requires close study of particular texts, supported by students' own wide reading.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# English Studies

## 2 UNIT (Board Endorsed Course)

Non-ATAR

### Course Description

*English Studies* is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. It offers a comprehensive language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing.

The course provides students with the opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provides students with the opportunity to develop and appreciate the imaginative and the affective and to recognise the ways texts convey, interpret and reflect ways of thinking about the self and the world.

This course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding, contributing to and appreciating the variety of cultural heritages and differences that make up Australian society and society more broadly. It also encourages the continued development of skills in individual, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The course encourages students to reflect on their own processes of responding, composing and learning.

*English Studies* addresses the needs of a specific group of students who wish to complete and be awarded a Higher School Certificate but who are seeking an alternative to the current Standard English course.

The course is not examined externally. Results in the course are **not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR)**.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

The Stage 6 English Content Endorsed Course is a 240-hour study consisting of a 120-hour Preliminary course and a 120-hour HSC course. Each course is comprised of a mandatory module and a series of additional modules to satisfy the following pattern.

*Year 11 (Preliminary – HSC course:) - 120 indicative hours*

3–5 modules

20–40 indicative hours per module

*Year 12 (HSC course:) - 120 indicative hours*

3–5 modules

20–40 indicative hours per module

- The module *Achieving through English: English and the worlds of education, careers and community* is mandatory in the Preliminary course.
- The module *We are Australians – English in citizenship, community and cultural identity* is mandatory in the HSC course.
- Additional modules are to be selected from the elective modules listed below considering factors such as students' needs, interests, abilities, choices of other Preliminary and HSC courses, career aspirations and personal circumstances.
- A total of three to five modules (including the mandatory module) will be studied in the Preliminary course, and a total of three to five different modules (including the mandatory module) will be studied in the HSC course.

### Course Requirements

In each of the Preliminary and HSC years students are required to:

- Read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- Undertake study of at least one substantial print text and at least one substantial multi-modal text
- Be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- Engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

The course is not examined externally. Results in the course are **not eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR)**.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Mathematics General 1

## 2 UNIT (Content Endorsed Course)

Non-ATAR

### Course Description

The Preliminary Mathematics General course and the HSC Mathematics General 1 (Content Endorsed) course (CEC) are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General/HSC Mathematics General 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.

### What prerequisites are there for entry into this course?

The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2002) up to, and including, the content and outcomes of Stage 5.1.

### What will I learn?

#### Main Topics Covered

##### *Year 11 (Preliminary HSC Mathematics General Course)*

- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Communication
- Focus Study: Mathematics and Driving

##### *Year 12 (HSC Mathematics General 1 Course)*

- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Design
- Focus Study: Mathematics and Household Finance
- Focus Study: Mathematics and the Human Body
- Focus Study: Mathematics and Personal Resource Usage

**What restrictions are there on entry to this course?**

Students may **not** study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics General 1 course.

**Is there any other important information I should know?**

As for other Content Endorsed Courses, the HSC Mathematics General 1 course will be subject to internal assessment only and not formal examination at the HSC. Also, the two units of study for the HSC Mathematics General 1 course cannot be counted in the 10 units required for the calculation of an ATAR.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Mathematics General 2

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

The Preliminary Mathematics General course and the HSC Mathematics General 2 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 2 course content is written in the same five Strands and includes a further two Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC Mathematics General 1 pathway. The Preliminary Mathematics General/HSC Mathematics General 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.

### What prerequisites are there for entry into this course?

The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus (2002) up to, and including, the content and outcomes of Stage 5.1. For students who intend to study the HSC Mathematics General 2 course, it is recommended that they study at least some of the Stage 5.2 content of the *Mathematics Years 7–10 Syllabus (2002)*, particularly the *Patterns and Algebra topics and Trigonometry*, if not all of the content.

### What will I learn?

#### Main Topics Covered

*Year 11 (Preliminary HSC Mathematics General Course)*

- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Communication
- Focus Study: Mathematics and Driving



*Year 12 (HSC Mathematics General 2 Course)*

- Strand: Financial Mathematics
- Strand: Data and Statistics
- Strand: Measurement
- Strand: Probability
- Strand: Algebra and Modelling
- Focus Study: Mathematics and Health
- Focus Study: Mathematics and Resources

**What restrictions are there on entry to this course?**

Students may not study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics General 2 course.

**Is there any other important information I should know?**

Students attempting this course must seek written approval from their Mathematics teacher.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Mathematics Extension 1

## 1 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of Science, Engineering Studies and Economics. 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.

### What prerequisites are there for entry into this course?

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

### What will I learn?

#### Main Topics Covered

##### *Year 11 (Preliminary HSC Course)*

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

##### *Year 12 (HSC Course)*

- Methods of integration
- Primitive of  $\sin^2 x$  and  $\cos^2 x$
- Equation  $\frac{dN}{dt} = k(N - P)$
- Velocity and acceleration as a function of  $x$
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics HSC course topics

**What restrictions are there on entry to this course?**

Students attempting this course must seek written approval from their Mathematics teacher.

Students may not study the Mathematics General 1 or 2 courses in conjunction with the Preliminary Mathematics Extension 1 course, or Stage 6 HSC Mathematics General 1 or 2 courses in conjunction with the HSC Mathematics Extension 1 course.

**Is there any other important information I should know?**

Capable students have the option of selecting Mathematics Extension 2 at the commencement of the HSC course.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Mathematics

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

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

### What prerequisites are there for entry into this course?

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

### What will I learn?

#### Main Topics Covered

##### *Year 11 (Preliminary HSC Course)*

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

##### *Year 12 (HSC Course)*

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

### What restrictions are there on entry to this course?

Students attempting this course must seek written approval from their Mathematics teacher.

Students may not study the Mathematics General 1 or 2 courses in conjunction with the Preliminary Mathematics course, or Stage 6 HSC Mathematics General 1 or 2 courses in conjunction with the HSC Mathematics course.

**Is there any other important information I should know?**

No

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Biology

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

Biology is the study of life. The Stage 6 Biology course is designed to increase students' understanding of the history, nature and practice of biology, the applications and uses of biology and the implications of biology for society and the environment.

### What prerequisites are there for entry into this course?

Students are required to gain a signature approval for Biology from the Head Teacher or delegate before acceptance.

### What will I learn?

This course provides students with a contemporary and coherent understanding of the concepts explaining the functioning, origins and evolution of living things.

#### *Year 11 (Preliminary HSC Course)*

- A Local Ecosystem (20 indicative hours)
- Patterns in Nature (40 indicative hours)
- Life on Earth (30 indicative hours)
- Evolution of Australian Biota (30 indicative hours)

#### *Year 12 (HSC Course)*

The core, which constitutes 90 indicative hours and includes:

- Maintaining a Balance (30 indicative hours)
- Blueprint of Life (30 indicative hours)
- The Search for Better Health (30 indicative hours)

ONE option, which constitutes 30 indicative hours and may comprise any one of the following:

- Communication • Biochemistry
- Biotechnology • Genetics: The Code Broken?
- The Human Story

### What restrictions are there on entry to this course?

Maximum of 3 Science based courses can be studied only. There is an exception to this as students can not undertake Senior Science with any other Science during their preliminary year

### Is there any other important information I should know?

Practical experiences are an essential component of both the Preliminary and HSC courses. Students will complete 80 indicative hours of practical/field work during both the Preliminary and HSC. Practical experiences must include at least one open-ended investigation integrating skill and knowledge outcomes in both the Preliminary and HSC courses.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Chemistry

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

### What prerequisites are there for entry into this course?

Students are required to gain a signature from the Head Teacher or delegate to gain entry into this course. This may involve completion of a quiz prior in order to gain the required signature. It is recommended that students undertaking Chemistry should be studying Mathematics (2unit).

### What will I learn?

The Preliminary course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances.

#### *Year 11 (Preliminary Course)*

- The Chemical Earth (25 indicative hours)
- Metals (35 indicative hours)
- Water (35 indicative hours)
- Energy (25 indicative hours)

#### *Year 12 (HSC Course)*

- Production of Materials (30 indicative hours)
- The Acidic Environment (30 indicative hours)
- Chemical Monitoring and Management (30 indicative hours)

One Option, which constitutes 30 indicative hours and may comprise any one of the following

- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation
- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

### What restrictions are there on entry to this course?

Maximum of 3 Science based courses can be studied only. There is an exception to this as students can not undertake Senior Science with any other Science during their preliminary year.

### Is there any other important information I should know?

Practical experiences are an essential component of both the Preliminary and HSC courses. Students will complete 80 indicative hours of practical/field work during both the Preliminary and HSC. Practical experiences must include at least one open-ended investigation integrating skill and knowledge outcomes in both the Preliminary and HSC courses.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Physics

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.

### What prerequisites are there for entry into this course?

Students are required to gain a signature from the Head Teacher or delegate to gain entry into this course. This may involve completion of a quiz prior in order to gain the required signature.

### What will I learn?

The Preliminary course develops a knowledge of waves, motion, forces, fields, electricity and magnetism.

#### *Year 11 (Preliminary HSC course)*

- The World Communicates (35 indicative hours)
- Electrical Energy in the Home (35 indicative hours)
- Moving About (30 indicative hours)
- The Cosmic Engine (20 indicative hours)

#### *Year 12 (HSC Course)*

- Space (28 indicative hours)
- Motors and Generators (32 indicative hours)
- From Ideas to Implementation (30 indicative hours)

ONE option, which constitutes 30 indicative hours and may comprise any one of the following:

- Geophysics
- Medical Physics
- Astrophysics
- From Quanta to Quarks
- The Age of Silicon

### What restrictions are there on entry to this course?

Maximum of 3 Science based courses can be studied only. There is an exception to this as students can not undertake Senior Science with any other Science subject during their preliminary year. It is recommended that students undertaking Physics should be studying Mathematics (2unit).

### Is there any other important information I should know?

Practical experiences are an essential component of both the Preliminary and HSC courses. Students will complete 80 indicative hours of practical/field work during both the Preliminary and HSC. Practical experiences must include at least one open-ended investigation integrating skill and knowledge outcomes in both the Preliminary and HSC courses.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)



# Senior Science

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens.

### What prerequisites are there for entry into this course?

There are no prerequisites for this course.

### What will I learn?

The Preliminary course incorporates the study of the collection, storage and conservation of water resources and the structure and function of plants, with an emphasis on Australian native plants. It examines issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems.

#### *Year 11 (Preliminary HSC course)*

- Water for Living (30 indicative hours)
- Plants (30 indicative hours)
- Humans at Work (30 indicative hours)
- The Local Environment (30 indicative hours)

#### *Year 12 (HSC course)*

- Lifestyle Chemistry (30 indicative hours)
- Medical Technology – Bionics (30 indicative hours)
- Information Systems (30 indicative hours)

One Option, which constitutes 30 indicative hours and may comprise any one of the following

- Polymers
- Preservatives and Additives
- Pharmaceuticals
- Disasters
- Space Science

### What restrictions are there on entry to this course?

This subject can not be completed in conjunction with any other Science based course during the preliminary year.

### Is there any other important information I should know?

Practical experiences are an essential component of both the Preliminary and HSC courses. Students will complete 80 indicative hours of practical/field work during both the Preliminary and HSC. Practical experiences must include at least one open-ended investigation integrating skill and knowledge outcomes in both the Preliminary and HSC courses.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Ancient History

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

Ancient History Stage 6 has a unique role in the school curriculum because it allows students to study and analyse past societies with a detachment conferred by the perspective of the last two millennia. It draws on a variety of disciplines and sources, both written and archaeological, enabling students to piece together an informed and coherent view of the past.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

Year 11 (*Preliminary HSC Course*)- (120 indicative hours)

Part 1: Introduction

(a) Investigating the Past: History , Archaeology and Science

(b) Case Studies – E.g. Tutankhamun’s Tomb

Part 2: Studies of Ancient Societies and Sources – E.g. The City of Rome in the Late Republic

Part 3: Historical Investigation:

Year 12 (HSC Course)

Part 1: Core: The Cities of Vesuvius – Pompeii and Herculaneum- 25% of course time

Part 2: One Ancient Society- E.g. Spartan Society in Ancient Greece-25% of course time

Part 3: One Personality in Their Time- E.g. Julius Caesar, Alexander the Great-25% of course time

Part 4: One Historical Period- E.g. The Roman Empire- 25% of course time

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

The ability to write clearly and critically are very important skills in Ancient History. Throughout both the Preliminary and HSC Ancient History course, students focus on developing their literacy skills

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# History Extension

## 1 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

HSC History Extension provides students with opportunity to gain greater knowledge and understanding of the way history is written. They do this by reviewing the kinds of history that have been written and the context in which history is constructed over time in order to reflect on some of the problems associated with the writing of history.

### What prerequisites are there for entry into this course?

Students considering taking History extension in Year 12 must be interviewed by the Head Teacher of History.

It is a co-requisite that students undertaking History Extension must be also studying Ancient and or Modern History.

### What will I learn?

*Year 12 (HSC Course)*

Part 1: What is History – The readings and a Case Study – E.g. The Nature and Achievements of JFK's Presidency

Part 2: The Project- student choice in an area of historical interest in consultation with the teacher of the subject

Percentage of Course time: What is History – 60% and the Project – 40%

### What restrictions are there on entry to this course?

To be considered for History Extension- students should be studying English at advanced level as minimum requirement

### Is there any other important information I should know?

In History extension students will be expected to design their own historical research project. This requires clear thinking and a high level of motivation as well as strong organisational skills

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Modern History

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

The study of modern History Stage 6 has a distinctive role in the school curriculum as it challenges students to consider great social, technological, economic political and moral transformations from the late eighteenth century to the present. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgements about them.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

#### *Year 11 (Preliminary HSC Course)*

*Part 1: Case Studies- E.g. Trans- Atlantic Slave Trade – Meiji Japan – 50% of course time*

*Part 2: Historical Investigation- Can be drawn from Case Studies-20% of course time*

*Part 3: Core Study: The World at the Beginning of the Twentieth Century- 30% of course time*

#### *Year 12 (HSC Course)*

*Part 1: Core Study: World war 1 1914-1919: A Source – based study- 25% of course time*

*Part 2: ONE National Study- E.g. USA 1919-41-25% of course time*

*Part 3: ONE Personality in the Twentieth Century-25% of course time*

*Part 4: ONE International Study in Peace and Conflict-E.g. War in the Pacific-25% of course time*

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

Developing strong literacy skills is an essential element of study in Modern History. Ongoing improvement of this skills area is an important focus for both the Preliminary and HSC courses in Modern History.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Society and Culture

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

Society and Culture is a conceptually based course that promotes students awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse social theories and complementary and contrasting viewpoints about people societies and cultures. Society and Culture promotes an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

#### *Year 11 (Preliminary HSC Course)*

- The Social and Cultural World – 30% of course time
- Personal and Social Identity – 40% of course time
- Intercultural Communication – 30% of course time

#### *Year 12 (HSC Course)*

- Core
  - Personal Interest Project – 30% of course time
  - Social and Cultural Continuity and Change – 30% of course time
- Depth Studies
  - Two to be chosen from the following:
  - Popular Culture
  - Belief Systems and Ideologies
  - Social Inclusion and Exclusion
  - Social Conformity and Nonconformity

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

In Society and Culture students must undertake the development of a Personal Interest Project, commencing in Term 1 of their HSC course. Students need to be aware that this Project requires a significant commitment on their part.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Dance

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

The study of dance as an artform in education is based on the study of three interrelated components: Performance, Composition and Appreciation. In Dance Stage 6, students are able to study dance as a unique artform in which the body is the instrument for non-verbal communication and expression. The artform of dance has a theoretical base that challenges the mind and the emotions, and its study contributes to the students' artistic, aesthetic and cultural education. The study of dance as an artform acknowledges the interrelationship between the practical and theoretical aspects of dance — the making and performing of the movement and the appreciation of its meaning.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

- In Dance Technique classes, students use dance technique to communicate and interpret dance performance.
- In Composition studies, students learn to construct dance movement to communicate clearly the intent of their choreography.
- In Appreciation, students learn to make discriminating judgments about dance.

### *Year 11 (Preliminary HSC Course)*

In the Preliminary course, students study dance as an artform with core studies in the interrelated components of Performance, Composition and Appreciation. The knowledge that students gain in Year 11 provides the fundamentals of dance as an artform and is implicit in the content for Year 12.

### *Year 12 (HSC Course)*

In the HSC course, students continue their study of dance as an artform. They continue core study in the three core components. Students also undertake an in-depth study of dance in one of the major study components, either Performance, Composition, Appreciation or Dance and Technology. The three core study components are each allocated 20 percent of time, and the major study is allocated 40 percent.

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

The Preliminary course offers students a broad foundation study of dance as an artform. While students should not be excluded from studying the syllabus on the basis of general physical attributes, they should be made aware of the rigorous demands of the course.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/dance.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/dance.html)

# Drama

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

In Drama, the practices of Making, Performing, and Critically Studying interrelate. Students learn to engage in a collaborative process in which they explore, shape and symbolically represent imagination, ideas, feelings, attitudes, beliefs and their consequences. The practice of making in Drama is characterised by learning that involves workshopping concepts, ideas and experiences through enquiry, research, analysis and experimentation. The practice of performing in Drama is characterised by learning that involves presenting drama and theatre to an audience. The practice of critically studying in drama and theatre is characterised by learning that involves research, critical analysis, evaluation and reflection. Students learn how to reflect on their own work and the work of others, and extend their cultural, artistic and social understandings.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

*Year 11 (Preliminary HSC Course) – 120 Indicative Hours*

- Improvisation, Playbuilding and Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

*Year 12 (HSC Course) – 120 Indicative Hours*

- Australian Drama and Theatre (Core component)
- Studies in Drama and Theatre
- The Group Performance (Core component)
- The Individual Project.

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

There are two practical projects for this subject. Each student will collaborate with a group to devise and perform a piece of original theatre. As a starting point for the Group Performance, students must choose ONE topic from a list of topics or ideas provided.

Each students will initiate and present a project in an area of interest This Individual Project will take one of the following forms: Critical Analysis/Design/Performance/Scriptwriting/Video Drama.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Music 1

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

The purpose of Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to engage in a range of musical styles, including contemporary popular music, and for many, it will serve as a pathway for further training and employment in the music industry or in contemporary music fields.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

In Music 1, students will study the **concepts of music** through the **learning experiences** of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

#### *Year 11 (Preliminary HSC Course)*

- Popular music (Music of the Beatles)
- Music for radio, film, television and multimedia
- Australian Music

#### *Year 12 (HSC Course)*

Students will study an independent program of study comprising of THREE topics. This may consist of the following:

- Music of the 20th and 21st centuries
- Music for small ensembles
- An instrument and its repertoire
- Jazz
- Rock music
- Theatre Music

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

Students will need to choose a focus instrument to complete performance and composition activities in Music. Students should consider private tuition on their instrument if they require this.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)



# Photography, Video & Digital Imaging

## 2 UNIT (Content Endorsed Course)

Non-ATAR

### 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. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

70% of the course is devoted to artmaking. Students will create photographs which will develop skills in a range of photographic practices. This will involve students creating photographs by completing different modules in:

- Wet photography – students create photographs by learning to use an analogue SLR camera, developing the negatives and printing enlargements by using different techniques in the darkroom.
- Digital photography – students learn to use a Digital SLR camera and how to manipulate photographs in Photoshop.
- Video – students can extend their learning by creating a short film through various capturing methods and learn to edit in Adobe Premiere.

30 % of the course structure will focus on historical and theoretical studies. Students will learn how to:

- Develop analytical skills through the evaluation of photographs and the practice of artists.
- Develop their understanding of how photographic practices have changed over time and through different cultures.
- Formulate opinions and judgements about photographs through critical evaluation.
- Develop and extend their written abilities by utilising descriptive skills and learning techniques to write about photographs in a critical context.
- Resolve their critically and historical understand of photographic artistic practice by studying specific artists in detail.

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

Cameras and all equipment to complete assessments tasks are provided.

More information about this course can be found on the NSW BOSTES website

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Visual Arts

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. Visual Arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgment and an understanding of art in artmaking and in critical and historical studies of art.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

*Year 11 (Preliminary HSC Course)*

A focus on the key components and concepts that need to be known in the visual arts through:

- The content of practice, conceptual framework, frames
- Making artworks in at least 2 forms
- Use of a process diary
- Broad investigation of ideas in art criticism and art history

*Year 12 (HSC Course)*

A focus on more interpretive investigations and relationships through:

- The content of practice, conceptual framework, frames
- The development of a body of work
- Use of a process diary
- Investigation of content through at least 5 case studies in art criticism and art history

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

No

More information about this course can be found on the NSW BOSTES website

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Business Studies

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

Business Studies encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies, the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

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.

#### *Year 11 (Preliminary HSC Course)*

- Nature of business (24 indicative hours)
- Business management (48 indicative hours)
- Business planning (48 indicative hours)

#### *Year 12 (HSC Course)*

- Operations (30 indicative hours)
- Marketing (30 indicative hours)
- Finance (30 indicative hours)
- Human Resources (30 indicative hours)

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

There are no official prerequisites for this course.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/business-studies-st6-syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/business-studies-st6-syl.pdf)

# Economics

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life. A student who has completed the Preliminary and HSC courses should have knowledge and skills enabling them to:

- comprehend the background and implications of contemporary economic issues
- discuss appropriate policies to solve economic problems and issues
- understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy
- identify fluctuations in the global and Australian economies and their likely effects on business
- understand reasons for changes in employment patterns
- identify, using economic thinking, appropriate strategies to protect the natural environment.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

The aim of Economics is to develop students' knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.

#### *Year 11 (Preliminary HSC Course)*

The Preliminary course is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments.

- Introduction to Economics (12 indicative hours)
- Consumers and Business (12 indicative hours)
- Markets (24 indicative hours)
- Labour Markets (24 indicative hours)
- Financial Markets (24 indicative hours)
- Government in the Economy (24 indicative hours)

#### *Year 12 (HSC Course)*

The HSC course focuses on the management of an economy and is therefore essentially macroeconomic in nature.

- The Global Economy (30 indicative hours)
- Australia's Place in the Global Economy (30 indicative hours)
- Economic Issues (30 indicative hours)
- Economic Policies and Management (30 indicative hours)

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

No

More information about this course can be found on the NSW BOSTES website

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/economics-st6-syl-from2011.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/economics-st6-syl-from2011.pdf)

# Geography

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world.

Geography has many dimensions, two of which are emphasised in this syllabus:

- the ecological dimension considers how humans interact with environments
- the spatial dimension focuses on where things are, why they are there and how people interact differently with environments in different places.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course. However, this course is based on the prior learning covered in Stage 4 and 5. The Fieldwork Task undertaken in Stage 5 Mandatory Geography develops essential skills which are later refined and built upon in the Senior Geography Project

### What will I learn?

The aim of Geography Stage 6 is to enable students to study the spatial and ecological dimensions of biophysical and human phenomena in a changing world.

#### *Year 11 (Preliminary HSC Course)*

- Biological Interactions (54 indicative hours)
- Global Challenges (54 indicative hours)
- Senior Geography Project (12 indicative hours)

#### *Year 12 (HSC Course)*

- Ecosystems at Risk (40 indicative hours)
- Urban Places (40 indicative hours)
- People and Economic Activity (40 indicative hours)

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

Some learning experiences will be in the field, some in small group work and some in individual research investigations. Students should use practical experiences to develop their skills in management, observation, recording, interpretation and communication. Practical experiences should be used to achieve coverage of the content where specific case studies are required. Fieldwork is a means of understanding geographical environments and the nature of geographical inquiry.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/geography-st6-syl-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/geography-st6-syl-from2010.pdf)

# Legal Studies

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

The Legal Studies Stage 6 course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.

Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. The course will assist in the development of students' knowledge of their basic legal rights and responsibilities in a broad selection of contexts which appeal to their interests.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level.

#### *Year 11 (Preliminary HSC Course)*

- The Legal System (48 indicative hours)
- The Individual and the Law (36 indicative hours)
- Law in Practice (36 indicative hours)

#### *Year 12 (HSC Course)*

- Crime (36 indicative hours)
- Human Rights (24 indicative hours)
- Two (2) Options Chosen from: (30 indicative hours each)
  - Consumers
  - Global Environment Protection
  - Family
  - Indigenous Peoples
  - Shelter
  - Workplace
  - World Order

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

No

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/legal-studies-syllabus-st6.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/legal-studies-syllabus-st6.pdf)

# Community and Family Studies

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

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

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

#### Year 11 (Preliminary HSC Course)

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

#### Year 12 (HSC Course)

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

#### HSC Option Modules

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

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

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

There are no official prerequisites for this course.

***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.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Engineering Studies

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

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

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

#### *Year 11 (Preliminary HSC Course)*

Students undertake the study of 4 compulsory modules:

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

#### *Year 12 (HSC Course)*

Students undertake the study of 4 compulsory modules:

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

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

No

### Engineering Report

#### *Preliminary HSC Course*

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

#### *HSC Course*

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

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

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)



# Food Technology

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

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

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

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

#### *Year 11 (Preliminary HSC Course)*

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

#### *Year 12 (HSC Course)*

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

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

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

More information about this course can be found on the NSW BOSTES website

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Industrial Technology - Multimedia Technologies 2

## UNIT (Board Developed Course)

ATAR Eligible

### Course Description

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

Industrial Technology Multimedia Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area of Multimedia Technologies.

Industrial Technology Multimedia is designed to develop a student's knowledge and understanding of the multimedia industry and its related technologies with an emphasis on design, management and production through practical applications.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

#### *Year 11 (Preliminary HSC Course)*

The following sections are taught in relation to Multimedia Technologies:

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

#### *Year 12 (HSC Course)*

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

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

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

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

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

More information about this course can be found on the NSW BOSTES website

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Industrial Technology - Timber Products and Furniture Technologies

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

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

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area of timber products and furniture industries.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

#### *Year 11 (Preliminary HSC Course)*

The following sections are taught in relation to the timber products and furniture industries:

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

#### *Year 12 (HSC Course)*

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

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

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

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

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

More information about this course can be found on the NSW BOSTES website

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Textiles and Design

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

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

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

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

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

#### Year 11 (Preliminary HSC Course)

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

#### Year 12 (HSC Course)

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

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

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

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

Students will be required to purchase materials for each project undertaken.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# PDHPE

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

The Stage 6 PDHPE course develops in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

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

#### *Year 11 (Preliminary HSC Course)*

The Core:

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

The Options:

- First Aid (20%)
- Fitness Choices (20%)

#### *Year 12 (HSC Course)*

The Core:

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

The Options:

- Sports Medicine (20%)
- Improving Performance (20%)

### What restrictions are there on entry to this course?

Nil

### Is there any other important information I should know?

No

Students will be expected to purchase their own textbook for this course

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Sport, Lifestyle and Recreation

## 2 UNIT (Content Endorsed Course)

Non-ATAR

### Course Description

The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles. The course aims to make a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active.

### What prerequisites are there for entry into this course?

There are no official prerequisites for this course.

### What will I learn?

The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There is no prescribed core component. Schools are able to select from these modules to develop programs that respond to student needs and interests.

Examples of these modules include:

- First-Aid
- Fitness
- Games and Sports Applications
- Resistance Training
- Outdoor Recreation

The time allocated to each module is flexible within the range of 20–40 hours. These modules will be completed over both the Preliminary HSC, and HSC year (240 Indicative Hours).

### What restrictions are there on entry to this course?

This course will only be available for those students who are enrolled in the VET Sport, Fitness and Recreation Course. This course cannot be studied in isolation.

### Is there any other important information I should know?

No

More information about this course can be found on the NSW BOSTES website

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Japanese Beginners

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

Japanese Beginners is the study of language and culture of Japan. The Stage 6 Japanese Beginners course is designed to develop students' ability to: effectively communicate in Japanese, understand and reflect on Japanese and other cultures, make connections between English and Japanese, exchange information, opinions and experiences in Japanese and produce and respond to written and spoken texts.

### What prerequisites are there for entry into this course?

This course caters for students with no prior knowledge of the Japanese language, or whose experience is derived solely from its study of 100 hours or less in Stage 4.

### What will I learn?

Students' skills in and knowledge and understanding of, Japanese will be developed through tasks that reflect the themes of: The Individual and Japanese –Speaking Communities.

#### *Year 11 (Preliminary HSC Course – 120 hours)*

- Family Life, Home and Neighbourhood
- Friends, Recreation and Pastimes
- People, Places and Communities

#### *Year 12 (HSC Course – 120 hours)*

- Education and Work
- Holidays, Travel and Tourism
- Future Plans and Aspirations

### What restrictions are there on entry to this course?

There are eligibility rules for Japanese Beginners. Please refer to BOSTES Eligibility for Stage 6 Languages Courses for further information: [www.boardofstudies.nsw.edu.au/syllabus\\_HSC/lang-eligibility-criteria.html](http://www.boardofstudies.nsw.edu.au/syllabus_HSC/lang-eligibility-criteria.html)

### Is there any other important information I should know?

Each of the assessment tasks will focus on one or more of the macro language skills. These skills are listening and responding, reading and responding, writing in Japanese and speaking.

Students will be expected to purchase their own workbook for the Preliminary and HSC course.

### More information about this course can be found on the NSW BOSTES website

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)

# Japanese Continuers

## 2 UNIT (Board Developed Course)

ATAR Eligible

### Course Description

Japanese Continuers is the study of language and culture of Japan. The Stage 6 Japanese Continuers course is designed to develop students' ability to: effectively communicate in Japanese, understand and reflect on Japanese and other cultures, make connections between English and Japanese, exchange information, opinions and experiences in Japanese and produce and respond to written and spoken texts.

### What prerequisites are there for entry into this course?

Students must have studied Stage 4 and Stage 5 Japanese.

### What will I learn?

Students' skills in, and knowledge and understanding of, Japanese will be developed through tasks that reflect the themes of: The Individual, Japanese –Speaking Communities and the Changing World.

#### *Year 11 (Preliminary HSC Course – 120 hours)*

- Personal World
- Daily Life
- Leisure

#### *Year 12 (HSC Course – 120 hours)*

- Future Plans
- Travelling in Japan
- Living in Japan
- Cultural Life
- The World of Work
- Current Issues

### What restrictions are there on entry to this course?

There are eligibility rules for Japanese Continuers. Please refer to BOSTES Eligibility for Stage 6 Languages Courses for further information: [www.boardofstudies.nsw.edu.au/syllabus\\_HSC/lang-eligibility-criteria.html](http://www.boardofstudies.nsw.edu.au/syllabus_HSC/lang-eligibility-criteria.html)

### Is there any other important information I should know?

Each of the assessment tasks will focus on one or more of the macro language skills. These skills are listening and responding, reading and responding, writing in Japanese and speaking.

Students will be expected to purchase their own workbook for the Preliminary and HSC course.

**More information about this course can be found on the NSW BOSTES website**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/hsc-course-descriptions.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/hsc-course-descriptions.pdf)



**PUBLIC SCHOOLS NSW - ULTIMO**  
**Registered Training Organisation 90072**

**CONSTRUCTION COURSE DESCRIPTION 2015**

This may change due to Training Package and Board of Studies, Teaching and Educational Standards (BOSTES) updates.

Notification of variations will be made in due time.

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

4 Preliminary

and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

The Curriculum Framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

**CPC20211 Certificate II in in Construction Pathways**  
**Units of Competency**

**Core**

CPCCOHS2001A Apply OHS requirement, policies and procedures in the construction industry

CPCCCM1013A Plan and organise work

CPCCCM1014A Conduct workplace communication

CPCCCM1015A Carry out measurements and calculations

CPCCCM2001A Read and interpret plans and specifications

CPCCOHS1001A Work safely in the Construction Industry

**Electives**

**6 out of the following 10**

CPCCCA2011A Handle carpentry materials

CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground

CPCCCO2013A Carry out concreting to simple form

CPCCCM2006B Apply basic levelling procedures

CPCCCM2004A Handle construction materials

CPCCJN2001A Assemble components

CPCCJN2002A Prepare for off-site

manufacturing process

CPCCCA2002B Use carpentry tools and equipment

CPCCWF2001A Handle wall and floor tiling materials

CPCCWF2002A Use wall and floor tiling tools and equipment

**Additional units required to attain a HSC credential in this course**

CPCCCM1012A Work effectively in the General Construction

Industry

**Only to be delivered by teachers who have this qualification**

CPCCBL2001A Handle brick and block laying materials

CPCCBL2002A Use brick and block laying tools and equipment

Successful completion of the unit, **CPCCOHS1001A**, will lead to the award of a **Construction Induction Card from WorkCover NSW**, which allows the student access to construction sites across Australia for work purposes.

**Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.**

Students who are assessed as competent in the core and elective units of competency will be eligible for a **CPC20211 Certificate II in Construction Pathways**. Successful completion of the unit, CPCCOHS1001A, will lead to the award of a **Construction Induction Card from WorkCover NSW**, which allows the student access to construction sites across Australia for work purposes.

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. Employability skills summaries for Qualifications can currently be downloaded from the <http://www.training.gov.au> website; by using the website search to find the Qualification.

<b>Pathways to Industry</b> Skills gained in this course transfer to other occupations. Working in the construction industry involves		
<ul style="list-style-type: none"> <li>▪ constructing buildings</li> <li>▪ modifying buildings</li> </ul>	<ul style="list-style-type: none"> <li>▪ contracting</li> <li>▪ measuring materials and sites</li> </ul>	<ul style="list-style-type: none"> <li>▪ communicating with clients</li> <li>▪ managing personnel and sites</li> </ul>
<b>Examples of occupations in the construction industry:</b>		
<ul style="list-style-type: none"> <li>▪ building</li> <li>▪ bricklaying</li> </ul>	<ul style="list-style-type: none"> <li>▪ concreting</li> <li>▪ carpentry</li> </ul>	<ul style="list-style-type: none"> <li>▪ shop fitting</li> <li>▪ joinery</li> </ul>
<b>Mandatory Course Requirements</b> Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the Board of Studies, Teaching and Educational Standards (BOSTES). Students who achieve competency in <b>CPCOHS1001A – Work Safely in the Construction Industry</b> , will be issued with a <b>WorkCover NSW Construction Induction Card (White Card)</b> . This is a requirement before commencing workplacement.		
<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 competency. When a student achieves a unit of competency it is signed off by the assessor. <b>Appeals</b> Students may lodge an appeal about assessment decisions through their VET teacher. <b>External Assessment (optional HSC examination)</b> The Higher School Certificate examination for Construction (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on the compulsory units of competency and <i>HSC Requirements and Advice</i> detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of the ATAR.		
<b>Course Costs: Resources \$110 – (Includes cost of the Worker Cover NSW White Card)</b> <b>Refund Arrangements on a pro-rata basis</b>		
A school-based traineeship and apprenticeship are available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>		

**PUBLIC SCHOOLS NSW - ULTIMO**  
**Registered Training Organisation 90072**

**ENTERTAINMENT INDUSTRY COURSE DESCRIPTION 2015**

This may change due to Training Package and Board of Studies, Teaching and Educational Standards (BOSTES) updates.

Notification of variations will be made in due time.

Course: **Entertainment Industry (240 indicative hours)**

4

Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

This Curriculum Framework includes courses that are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation

**Statement of Attainment towards**

**CUA30413 Certificate III in Live Production and Service**

**Units of Competency**

**Core**

- |              |   |
|--------------|---|
| BSBWOR301B   | Organise personal work priorities and development |
| CPCCOHS1001A | Work safely in the construction industry          |
| CUAIND301    | Work effectively in the creative arts industry    |
| CUSOHS301A   | Follow occupational health and safety procedures  |
| CUVPRP304A   | Participate in collaborative creative projects    |
| SITXCCS303   | Provide a service to customers                    |

**Electives**

To be advised

**Additional units required to attain a HSC credential in this course**

- CUALGT301 Operate basic lighting  
CUAVSS302 Operate vision systems  
CUASTA301 Assist with production operations for live performances  
CUASOU301 Undertake live audio operations

**Students may apply for Recognition of Prior Learning provided suitable evidence is submitted**

Students who are assessed as competent in the units listed will be eligible for a Statement of Attainment towards **CUA30413 Certificate III in Live Production and Services**. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. Employability skills summaries for Qualifications can currently be downloaded from the <http://www.training.gov.au> website; by using the website search to find the Qualification.

**Pathways to Industry:** Entertainment offers training opportunities to students who are interested in performance and events: dance and drama, lighting and sound, staging and set design and dealing with patrons and professionals. Working in the entertainment industry involves:

- |                                 |                          |                         |                             |                  |
|---------------------------------|--------------------------|-------------------------|-----------------------------|------------------|
| ▪ lighting and sound operations | ▪ audiovisual operations | ▪ scenic art activities | ▪ set and props manufacture | ▪ front of house |
|---------------------------------|--------------------------|-------------------------|-----------------------------|------------------|

Examples of occupations in the entertainment industry:

- |                                 |                            |                        |                            |
|---------------------------------|----------------------------|------------------------|----------------------------|
| ▪ sales/merchandising assistant | ▪ front of house assistant | ▪ cinema projectionist | ▪ technical assistant      |
| ▪ box office assistant          | ▪ lighting technician      | ▪ props designer       | ▪ marketing and promotions |
|                                 | ▪ sound technician         | ▪ event assistant      |                            |

**Mandatory Course Requirements** Students must undertake a minimum of 70 hours of work placement. Students who do not meet these requirements will be 'N' determined as required by the Board of Studies, Teaching and

Educational Standards (BOSTES).

**Competency-Based Assessment**

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

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

**External Assessment (optional HSC examination)** The HSC examination for Entertainment Industry (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and *HSC Requirements and Advice* detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of the ATAR.

**Course Costs: \$90 (Prelim year) \$40 (HSC Year)**

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

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

**PUBLIC SCHOOLS NSW - ULTIMO**  
**Registered Training Organisation 90072**

**HOSPITALITY FOOD and BEVERAGE COURSE DESCRIPTION 2015**

This may change due to Training Package and Board of Studies, Teaching and Educational Standards (BOSTES) updates. Notification of variations will be made in due time.

Course: **Hospitality - Food and Beverage (240 indicative hours)**  
 Board Developed Course

4 Preliminary and/or HSC units in total  
 Category B status for Australian Tertiary Admission Rank (ATAR)

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

**SIT20213 Certificate II in Hospitality**

**Units of Competency**

**Core**

BSBWOR203B	Work effectively with others
SITHIND201	Source and use information on the hospitality industry
SITHIND202	Use hospitality skills effectively
SITXCCS202	Interact with customers
SITXWHS101	Participate in safe work practices
SITXCOM201	Show Social and Cultural sensitivity

**Electives**

SITHACS101	Clean premises and equipment
SITHCCC101	Use food preparation equipment
SITHFAB204	Prepare and serve espresso coffee
SITHFAB206	Serve food and beverage
SITXFSA201	Participate in safe food handling practices
SITHCCC103	Prepare sandwiches
BSBSUS201A	Participate in environmentally sustainable work practices
SITHFAB203	Prepare and serve non-alcoholic beverages
SITXFSA101	Use hygienic practices for food safety

**Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.**

Students who are assessed as competent in the core and electives units listed will be eligible for a Statement of Attainment showing partial completion of **SIT20213 Certificate II in Hospitality**. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. Employability skills summaries for Qualifications can currently be downloaded from the <http://www.training.gov.au> website; by using the website search to find the Qualification.

**Pathways to Industry**

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

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

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

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

**Mandatory Course Requirements** Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the Board of Studies, Teaching and Educational Standards (BOSTES).

**Competency – Based Assessment**

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

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

**External Assessment (optional HSC examination)**

The Higher School Certificate examination for Hospitality (245 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and *HSC Requirements and Advice* detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Course Costs: \$75**

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

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

**PUBLIC SCHOOLS NSW - ULTIMO**  
**Registered Training Organisation 90072**

**SPORT COACHING COURSE DESCRIPTIONS 2015**

This may change due to Training Package and Board of Studies, Teaching and Educational Standards (BOSTES) updates. Notification of variations will be made in due time.

Course: **Sport Coaching (240 indicative hours)**  
 Board Endorsed Course

4 Preliminary and/or HSC units in total

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

**SIS20513 Certificate II in Sport Coaching**

**Units of Competency**

**Core**

BSBWOR202A	Organise and complete daily work activities
SISSCO101	Develop and update knowledge of coaching practices
SISSCO202	Coach beginner or novice participants to develop fundamental motor skills
SISSDE201	Communicate effectively with others in a sport environment
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions
SISXIND211	Develop and update sport, fitness and recreation industry knowledge
SISXWHS101	Follow work health and safety policies
HLTAID003	Provide first aid (to be delivered by an external RTO)

**Electives**

SISSBSB201A	Teach fundamental basketball skills
SISSSO202	Officiate games or competitions
SISSSO101	Develop and update officiating knowledge
SISSSPT201A	Implement sports injury prevention
SISSNTB204A	Teach foundation netball skills
SISSRGL204A	Teach the skills of rugby league for modified games
SISSATH201A	Teach the fundamental skills of athletics

**Students may apply for Recognition of Prior Learning provided suitable evidence is submitted**

Students who are assessed as competent in the above units will be eligible for **SIS20513 Certificate II in Sport (Coaching)**

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. Employability skills summaries for Qualifications can currently be downloaded from the <http://www.training.gov.au> website; by using the website search to find the Qualification.

**Pathways to Industry**

Skills gained in this industry transfer to other occupations. Working in the sport industry involves

- |   |   |
|---|---|
| ▪ following occupation and safety policies    | ▪ dealing with client feedback          |
| ▪ providing first aid                         | ▪ organising and completing daily tasks |
| ▪ assistant coaching sport                    | ▪ teaching basic sports skills          |
| ▪ application of sports and competition rules |   |

**Examples of occupations in the sport industry:**

- |                           |                           |
|---------------------------|---------------------------|
| ▪ Sports trainer or coach | ▪ Sports Official         |
| ▪ Administration officer  | ▪ Athletic Support Worker |

**Mandatory Course Requirements**

Students must complete a minimum of 70 hours work placement.

Students who do not meet these requirements will be 'N' determined as required by the Board of Studies,

Teaching and Educational Standards (BOSTES).

**Competency- Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor 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 assessor.

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

**Course Costs: \$25 (Students will incur a further cost for their First-Aid Qualification)**

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

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



## TAFE Delivered VET Courses For Schools 2015 (TVET)

Students may wish to consider any one of these courses, however, they must be aware that a merit selection process exists, with limited numbers in most courses.

Students would also need to consider the campus at which any one particular course is available and how accessible that is for them on a weekly basis.

For 2015 TAFE Courses, Campuses & Delivery Days: Students must consult the TVET packages that are collected at subject selection night. These packages contain the courses available and step by step procedures on selecting a TVET course. TVET packages can also be collected from Mr Eaton after subject selection night.

Students attending TAFE will be responsible for keeping up-to-date with any work, from lessons that they may miss, when they attend TAFE.

Students also need to check whether or not a particular TAFE course contributes to their ATAR.

Undertaking a TAFE course also needs to be discussed with Mr Eaton during subject selection interviews as part of their overall education plan for Stage 6.

### Enrolling in a TVET course

- 1) Research your son/daughter's desired course using the TVET 2015 guide and 2015 TVET course list supplied at subject selection night
- 2) If your son/daughter wishes to study two TVET courses, please make one selection through Sydney Institute and the other selection with South Western Sydney Institute.
- 3) Check the offer days, Picnic Point offers TVET **only on** Tuesdays, alternative days can be organised by request if Tuesdays are not available in your desired course **or** if you are choosing two TVET courses.
- 4) Please ensure that the course is either a **240 hour course** or 2x2 units/years course. If a **120 hour course** or 2x1 units/years course is the only one available in your desired course please select and fill out the Expression of Interest forms as per instructions.
- 5) Once you have made your selections fill out the "Expression of Interest to Undertake a TVET Course 2015". Complete sections 1, 2, 3a, 4, 5 and 6.
- 6) Please ensure in section 1 that you enter the TVET offer code and course name, this can be found on the course summary sheet. *For example Animal Studies at Ultimo, 2 year course code is 14/UL897.*
- 7) Please leave the Board of Studies number for the school to complete.
- 8) Please make sure both pages 3 and 4 are completed including the **student's statement** and the student's declaration. Please assist where necessary.
- 9) Once completed turn to Page 5 and sign section 7a, "Government School Student (Parent Acknowledgement)".
- 10) Please return completed forms to Mr Eaton during student interviews

## **Withdrawal from a course**

Students who wish to withdraw from a course must do so before week three (3) of the first TAFE term. There is a process to follow for course withdrawal and failing to follow this procedure could lead to the student being ineligible for the Preliminary Year.

To withdraw from a course, a "Withdraw from a course" form must be filled out and signed along with a purple "Subject Enrolment/Un-enrolment form".

## **HSC and ATAR information**

Does my TVET course contribute units towards my HSC? Yes! All TVET courses count towards your HSC. Only the Industry Curriculum Framework courses count towards your ATAR and require mandatory work placement.

These courses include Business Services, Construction, Entertainment, Hospitality, Tourism, Information Technology, Metals & Engineering, Primary Industries and Retail.

The HSC exam maybe optional for these courses but you must have studied the courses for **two years** to be eligible for the exam.

The Non-Framework Board developed course, Accounting, is unique as it counts towards your ATAR without work placement or a HSC exam. For further information see Mr Eaton.

## **Attendance**

Most TVET courses are offered one afternoon per week for a 4 hour class. Some courses include a block session, ie. a full day or series of days. This allows students the opportunity to make full use of workshops and to ensure that course content is thoroughly covered. You would be notified if your course included a block component.

You are expected to attend every TVET class. Punctuality and attendance at TAFE should be given the highest priority. TAFE is required to inform the school of your attendance pattern.

There are no formal attendance requirements, however it is expected that students miss no more than 2 classes during the course. If you miss classes, the teacher may determine that, as a result of absence, you have not met the course completion criteria. This can result in HSC ineligibility.

You **MUST** inform Mr. Eaton in advance where possible if you plan to be absent on a day that you are scheduled to attend TAFE.

It is also the student's responsibility to contact their TAFE teacher and also let them know. For unplanned absences, you must provide PPHS with a satisfactory note from home, as per the procedures outlined in the schools policy on absences.

## **Signing in and out of PPHS.**

All students attending a TVET course are required to sign out of the school via the front office when they leave for TAFE. Students will be issued with a flexible timetable pass from the office which will allow them to sign out and travel to TAFE. Most TVET courses run on a Tuesday starting at 1pm. Students will sign out at Recess and miss only period 3.

Catching up on missed school work, due to your TAFE schedule, is each individual students' responsibility. TAFE courses often run during a school afternoon and students could miss out on lessons from other subjects. Students should be mindful of this and take the necessary action to ensure they are up to date with their work.

## NOTES ON CHOOSING YOUR SUBJECTS

When selecting your subjects, please read the Subject Selection Booklet, for the BOSTES rules. Given these requirements, you should also follow the four steps outlined below when choosing your Year 11/12 subjects.

1. Be realistic in your aspirations and course selections.
2. Choose subjects you enjoy and do well in to maximise your ATAR.
3. Look at tertiary prerequisites within the above constraints.
4. Bracket your tertiary study alternatives around your ability and don't fix on just one course.

The following points should be borne in mind:

- Although a broad range of courses are initially offered to students, in the natural course of events it may not be viable for the school to follow through on all course offerings.
- If a student is not able to select a course within the school structure, then it may be possible to pursue a course via OTEN.
- In some instances it may be in a student's best interests to pursue their HSC over several consecutive years. The guidelines to do so are set by the Board of Studies under the Pathways Program. Please consult Mr S Schomberg if you believe this may apply to you.
- Students studying VET courses are to be assessed within a prescribed set of competencies pertaining to each particular course. The level of competency attained can then lead to eligibility for varying AQF certificates. Each VET course may have a different level of accreditation. [AQF – Australian Qualifications Framework]
- Some courses have set exclusions; that is to say, they cannot be studied in conjunction with all or part of an overlapping course. These exclusions need to be checked before course selection is finalised.
- The school structure caters for the prescribed 12 units of study within the "normal" day 8.45am-3.06pm. Please ensure that your course selection adds up to at least 12 units in Year 11. Extension courses may need to be timetabled beyond the "standard" school day at lunchtime, before 8.45am or after 3.06pm.