



Hunter Valley
Grammar School



STAGE 6

(Year 11 & Year 12 HSC)

SUBJECT SELECTION HANDBOOK

Year 11, 2022

Year 12, 2023

Values For Life

Hunter Valley Grammar School is committed to the following core values:



Hunter Valley
Grammar School

• Responsibility •

We are able to be trusted to do what is right. We can be relied upon to do the things that are expected of us. We strive for personal excellence in any endeavour. We take care of our self, fellow students and our School.

We are accountable for our own behaviours.

• Integrity •

We are consistently fair and honest. We are reliable and trustworthy. We are loyal to our personal values and our family values. We abide by the School's values and code of behaviour. We are morally strong.

• Respect •

We act in a way which shows that we are aware of other people's feelings, wishes and rights. We treat other people properly. We are thoughtful and considerate of other people, our School environment and general property.

We have self-respect behaving with honour and dignity.

• Citizenship •

We are a responsible member of our own local community and the community of HVGS. We behave in a courteous and polite way to all other people who work and learn at HVGS and to visitors. We care for our environment.

• Courage •

We are prepared to do the right thing even when you know it is difficult or trying. We persevere when facing a challenge, fear, or problem. We embrace opportunities and try our best to make a valuable contribution.

We have the confidence to act in accordance with our own beliefs.

• Compassion •

We help someone who is not well, is hurting or who is in trouble. We have awareness of the needs of others and we want to help other people in their time of need. We are aware that we depend upon each other.

We act with kindness, forgiveness and empathy.

• Optimism •

We are hopeful, cheerful and buoyant. We see the positive side of things, and encourage others to do the same.

We believe that good things will happen in the future. We have faith that if we plan well and prepare thoughtfully, positive things will occur.

• Gratitude •

We are thankful for our family and friends, our school and country, knowing that not everybody is as fortunate as we are. We express our gratitude in the manner we relate to others and care for our environment.

We look for opportunities to serve others and make a difference in the global community.

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Introduction

The final two years of School are very special and should be a fulfilling experience for all. Importantly, they open up pathways to future possibilities for further study and career aspirations for each student. To this end, subject choices for Years 11 and 12 should be considered along with career goals and futures planning. Although a successful HSC journey will involve significant and sustained hard work, most students find this time satisfying 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, service and/or social opportunities.

This booklet contains information on the NESA courses offered in Years 11 and 12. Included in this are the vocational courses that HVGS offers on-site. Vocational courses can also be undertaken through TAFE or school-based apprenticeships/traineeships. The booklet contains the requirements for the subject selection process and information on assessment in the HSC.

Hunter Valley Grammar School prides itself on being able to provide thorough 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 shared via the Year 10 Futures and Careers program and through pastoral/well-being activities to assist students to make informed decisions about subject selection. Selecting subjects for the HSC is not a simple or hurried consideration, hence the reason we start the process in mid-Term 2. It is important for students to discuss the course offerings as they relate to their individual interests and abilities with a wide variety of people.

Often, the importance of the ATAR, for University entrance, appears to make subject selection more difficult and perhaps pressured. Therefore, the best advice to students is always to choose subjects in which you have had some success previously, in which you have a genuine interest and which you enjoy. Please note: it may eventuate that the School is unable to offer a specific subject due to insufficient numbers of interested students for example, and for this reason students are advised to consider and prioritise three reserve subjects which may be required to complete a timetabled load.

Please remember that staff are here to help and if either parents or students feel the need for further information or guidance around subject offerings and opportunities, there are a number of people at school who can be contacted, including Mr Warnock - HVGS Futures and Careers Advisor, Mr Greg Robinson - Head of Students, the Head of Year, each respective Head of House and the Heads of Faculty.

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

Nick Jolliffe

Dean of Academics

jolliffen@hvgs.nsw.edu.au

Information about 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 (including undergraduate university courses) will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training (VET) courses can count towards the HSC and can also lead to qualifications recognised across a range of industries.

The NSW Education Standards Authority website is accessible to all students and parents, and has copies of all syllabus documents together with examination specifications and assessment guidelines for all Year 11 and 12 courses.

Their website address is: <https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

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



What types of courses can I select?

There are different types of courses that a student may select in Years 11 and 12.

Board Developed Courses

These courses are developed by the NSW Education Standards Authority (NESA). 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 the NESA 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:

1. Content Endorsed Courses (CECs) have syllabuses endorsed by the NESA to cater for areas of special interest not covered in the Board Developed Courses.
2. Schools may also design courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools may offer selected courses to senior students as part of the Higher School Certificate.

There is no external examination for Board Endorsed Courses but they do count towards the Higher School Certificate and appear on a student's Record of School Achievement (ROSA). Note: Board Endorsed Courses DO NOT count in the calculation of the ATAR.

Vocational Education & Training (VET) Courses (either Board Developed or Board Endorsed) 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 postschool 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 indicating the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

NOTE:

- The Board Developed VET courses are classified as Category B subjects
- ONLY ONE Category B subject may contribute to the calculation of the ATAR. These courses have an optional HSC examination (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, e.g. work placement, transport requirements etc. students/parents will meet with Mr Warnock (Futures and Careers Counsellor) before considering a VET course to ensure they are fully aware of requirements.
- Some courses are run by TAFE or other institutions. These can involve attendance at night, one afternoon per week or during school holidays. Students who wish to undertake a TAFE or another external course will meet with Mr Warnock (and fill out a form) prior to the School starting an application to the external institution. A copy of the expression of interest form is found at the back of this handbook.

Other Course Information

Course Levies

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.

Unavailability of Courses

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 acceptable alternative reserve 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.

Stage 6 Pathways program

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 considering a Pathways program may 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:

1. Complete the full Year 11 program and then split Year 12 across the next two years.
2. Complete two thirds of the Year 11 course in the first year, complete the remaining Year 11 course together with two HSC subjects in the second year, to then complete the HSC in the third year.

Additional Costs

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.

Textbooks

As in Year 10, students entering their final two years of schooling will have their textbooks made available to them via an identified catalogue of textbook requirements. Faculties will provide a listing of any books required for the courses they offer. Specific courses may capitalise on the digital textbook offerings through Box of Books or other identified provider as an alternative to a single hardcopy text.

For students it is then a matter of either ordering online directly through the nominated book company listing the HVGS text list online or choosing the required titles at a local book supplier or alternate online book seller. Books ordered with the company the School recommends are delivered free of charge to the school.

Texts are ordered late in the year when course requirements and text lists are finalised, so that they are then available for use at the beginning of the new school year. Any changes to this process will be advised in Semester 2 prior to text ordering dates.

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 single unit has a value of 50 marks.

Hence a 2 unit course has a value of 100 marks.

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 requirements of the 2 unit course, and are available only in English, Mathematics, Science, History, Music, some Languages and VET.

English Extension & Mathematics Extension Courses are available in Year 11 & Year 12.

Students must study the Year 11 Extension course in these two subjects before proceeding to the higher Year 12 HSC extension courses (Extension 1 & Extension 2).

The Extension 2 course requires students to work beyond the standard of the Extension 1 course (and students must continue to study the applicable Extension 1 course concurrently as a prerequisite). For example, to study Mathematics Extension 1 in Year 12 for the HSC, a student must have successfully completed the Mathematics Extension 1 Year 11 course; to study the higher Mathematics Extension 2 course in Year 12 for the HSC, a student must be concurrently completing the Mathematics Extension 1 in Year 12.

Year 12 Extension courses in subjects other than English and Mathematics may be offered and examined in Year 12 only (in History and Music for example). The Science Extension Course will be available to suitable Year 12 Science candidates in Year 12 only, based on attainment in their Year 11 Science course/s.

Requirements for the Award of the HSC

If you wish to be awarded the HSC you must study a minimum of 12 units (six 2 unit subjects) in the Year 11 course and a minimum of 10 units in the Year 12 HSC course.

Both the Year 11 course and the Year 12 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, 7 units of courses in Science can contribute to Higher School Certificate
- 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 NSW Education Standards Authority 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 (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.

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. 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 candidates entering Higher School Certificate courses.

HSC Minimum Standards requirement

Students need reading, writing and numeracy for everyday life after school. To show they meet the HSC minimum standard, students will be required to achieve an ACSF Level 3 basic standard in short online reading, writing and numeracy tests of skills for everyday life, prior to December in their HSC year.

If a student does not meet the HSC minimum standard they will not receive a HSC credential when results and ATARs are released in December of their HSC year.

However, students do *not* need to meet the HSC minimum standard to complete their Year 12 studies, sit their HSC examinations, receive their HSC assessment and examination results, receive a Record of School Achievement, attain a UAC-calculated ATAR and receive their University offers.

Assessment & Reporting

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- 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, a Band 6.
- On satisfactory completion of your HSC you will receive a portfolio containing:
 - **The HSC Testamur** (*the official Certificate confirming achievement of all requirements for the award.*)
 - **The Record of Achievement** (*this document lists the courses studied and reports the marks and bands achieved.*)
 - **Course Reports** (*For every HSC Board Developed Course, except VET courses, students receive a Course Report showing marks, the Performance Scale and the band descriptions for that course. A graph indicating the state-wide distribution of marks in the course is also shown.*)

Work Ethic

The School recognises that students' positive work ethic is crucial to their success with their academic studies.

For Stage 6 students, their work ethic can be enhanced by addressing each of the expected requirements below:

- Be punctual to all lessons.
- Ensure access to all necessary equipment and books for every lesson.
- Have devices charged and ready to use for a whole day.
- Be prepared for lessons by having books open with other equipment at hand ready to use as required; aim to do this without awaiting specific teacher direction.
- Be aware that there will be consequences when deadlines are not adhered to.
- Understand that ultimate responsibility for effort and learning lies with the student themselves.
- Be ambitious, be reflective, become effective planners and committed goal setters.

Subject Selection Processes

From Year 10 into Year 11

Core process elements include:

- Initial consideration of the HSC or IB Diploma Programme (DP) or Career-related Programme (CP) pathway
- Digital information regarding pathways distributed to parents and students
- Information evening scheduled
- Subject Selection Handbook distributed to parents and students
- Heads of Faculties speaking with students during futures/pastoral period regarding the various elective courses in each faculty, and the level of study (including significant projects or major works) required in those courses
- Futures and Careers guidance led by Mr Warnock, the Head of Year and Mentors
- An FAQ portal for parents and students to find more information on each Year 11/HSC elective
- Year 11 subject preferences will be entered online (portal link and instructions to be communicated via email by Mr Law, the Director of Administration)
- Ongoing interviews and discussions with parents/students regarding their Year 11 subject preferences and suitability, as required by Heads of Faculties.



English Advanced

2 units for each of Year 11 and Year 12

Exclusions: English Standard

Course Description:

- The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging higher-order thinking to enhance their personal, social, educational and vocational lives.
- Students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.
- In the Year 11 English Advanced course, students explore the ways that events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.
- In the Year 12 English Advanced course, students critically analyse and evaluate challenging texts and the ways they are valued in their contexts.

Main Topics Covered:

Year 11 course - The course has two sections:

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

Year 12 course - The course has two sections:

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

Particular Course Requirements:

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

- Explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Experience texts that are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- Explore a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- Study texts with a wide range of cultural, social and gender perspectives
- Integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- Undertake wide reading programs to support their study of texts.

Additionally, Year 12 English Advanced course requires:

- The close study of four types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film, media or nonfiction text or may be selected from one of the earlier categories.
- A wide range of additional related texts and textual forms.

English Standard

2 units for each of Year 11 and Year 12

Exclusions: English Advanced; English Extension

Course Description:

- The English Standard course is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, educational, social and vocational lives.
- The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

Main Topics Covered:

Year 11 course - The course has two sections:

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

Year 12 course - The course has two sections:

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

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Across the Stage 6 English Standard course students are required to:

- Explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Experience texts that are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- Explore a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors & those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- Study texts with a wide range of cultural, social and gender perspectives
- Integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- Undertake wide reading programs to support their study of texts.

In Year 11, the English Standard course requires students to:

- Study ONE complex multimodal or digital text in Module A. (This may include the study of film.)
- Study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.

In Year 12, the English Standard course requires students to:

- Study THREE types of prescribed texts, one drawn from each of the following categories: prose fiction, poetry or drama, film or media or nonfiction
- Use a range of additional related texts and textual forms

Year 11 English Extension

Year 12 English Extension 1 & Extension 2

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

Prerequisites:

- a) English Advanced course
- b) Year 11 English Extension course is a prerequisite for Year 12 Extension 1 course
- c) Year 12 Extension 1 course is a prerequisite for Year 12 Extension 2 course

Exclusions:

English (Standard)

Course Description:

- In the English Extension Year 11 course, students explore how and why aspects of texts from the past have been carried forward, borrowed from and/or appropriated into more recent cultures. The module develops students' understanding of how and why cultural values are maintained and changed.
- In the English Extension 1 Year 12 course, students explore and evaluate how texts illuminate the complexity of individual and collective lives in literary worlds. They develop their understanding of the ways texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts.
- In the English Extension 2 Year 12 course, students develop a sustained composition and document their reflection of this process.

Main Topics Covered:

Year 11 Extension -

The course has two mandatory components: a module called *Texts, Culture and Value*; and a related research project.

Year 12 Extension 1 -

The course has one section. Students must complete one elective chosen from a common module: *Literary Worlds*.

Year 12 Extension 2 -

The course requires students to complete a Major Work.

Particular Course Requirements:

Year 11 English Extension course requires students to:

- Examine a key text from the past and its manifestations in one or more recent cultures
- Select ONE text and its manifestations in one or more recent cultures
- Research a range of texts as part of an independent project.

The Year 12 English Extension 1 course requires students to:

- Examine and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds
- Evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts
- Study at least THREE texts selected from a prescribed text list including at least TWO extended print texts
- Study at least TWO related texts

The Year 12 English Extension 2 course requires:

- Completion of a Major Work Journal, a statement of reflection and the Major Work for submission
- Extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

Agriculture

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

The Agriculture Stage 6 Syllabus has been designed to allow students to develop knowledge and understanding of the interaction between the components of agriculture and the scientific principles that explain the processes that take place when inputs are transformed into outputs. It caters for a diverse range of students & ability levels. It has the facility to challenge students academically as well as providing them with a wide range of practical skills and an awareness of technologies associated with agriculture. Opportunities are also provided for students to develop awareness of the welfare, ethical & legal issues relating to animal research.

It is intended that students engage in and reflect upon practical experience relevant to all aspects of the physical, chemical, biological, economic and social sciences embodied within Agriculture Stage 6. Some of this experience will be in the laboratory, some in small plot work and some on commercial farms or other components of the industry. In all cases, students should use these practical experiences to develop design, practical, management, observation, recording, interpretation and communication skills.

Main Topics Covered

Year 11 Course

Overview (15%)

- Agricultural systems
- Agricultural history
- Social aspects surrounding agriculture

The farm case study (25%)

- The farm as a unit of production
- Farm management
- Marketing
- Farm technology
- The agricultural workplace

Plant production (30%)

- Plants and their commercial production
- Animals, climate and resource interaction
- Microbes, invertebrates and pests
- Technology
- Experimental design and research

Animal production (30%)

- Animals and their commercial production
- Plants, climate and resource interaction
- Microbes, invertebrates and pests
- Technology
- Experimental design and research

Year 12 Course

Plant/Animal production (50%)

- Soil, nutrients and water
- Factors contributing to the degradation of soil and water
- Sustainable resource management
- Plant production systems
- Constraints on plant production
- Managing plant production
- Animal nutrition
- Animal growth and development
- Animal reproduction and genetics
- Animal pests and diseases
- Animal ethics and welfare
- Experimental analysis and research in plant/animal systems

Farm product study (30%)

- The farm as a business
- Decision-making processes and management strategies
- Agricultural technology
- Marketing of a specific farm product

Elective (20%)

Choose ONE of the following electives to study.

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

Particular Course Requirements:

For the Year 11 course:

- 120 indicative hours are required to complete the course
- practical experiences should occupy a minimum of 30% of course time.

For the Year 12 course:

- the Year 11 course is a prerequisite
- 120 indicative hours are required to complete the course
- practical experiences should occupy a minimum of 30% of course time.

Ancient History

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Year 11 and Year 12 courses.

The Year 11 course is structured for students to investigate:

- People, groups, events, institutions, societies and historical sites from the ancient world
- Archaeological and written evidence and the methods used by historians and archaeologists.

In the Year 12 course, students use archaeological and written evidence to investigate a Core Study, an Ancient Society, a Personality, and one Historical Period.

Prerequisites:(a) Year 11 Ancient History course

Main Topics Covered

Year 11 Course – 120 hours

- **Part I** - Introduction
 - a) Investigating Ancient History
 - b) Case Studies
- **Part II** – Features of Ancient Societies
 - At least two ancient societies, through a close study of a key feature
- **Part III** – Historical Investigation
 - This cannot overlap or duplicate substantially any topic in Year 12 Ancient History or History Extension.

Year 12 Course – 120 hours

- **Part I** – Core Study (25%)
 - Cities of Vesuvius – Pompeii and Herculaneum
- **Part II** – Ancient Societies (25%)
 - One society is to be studied from a list including the following:
 - The Bronze Age – Minoan Crete
 - Athenian Society in the time of Pericles
 - Spartan society to the battle of Leuctra 371BC
- **Part III** – Personalities in their Times (25%)
 - One Personality is to be studied from a list including the following:
 - Egypt: Hatshepsut
 - Greece: Cleopatra
 - Greece: Alexander the Great
 - Near East: Hannibal
 - Rome: Julius Caesar
 - Greece: Pericles
- **Part IV** – Historical Periods (25%)
 - One Historical Period is to be studied from a list that includes the following:
 - Egypt: New Kingdom Egypt to the Death of Thutmose IV
 - Greece: The Greek World 446-399BC
 - Rome in the time of the Julio-Claudians or The Fall of the Republic

Particular Course Requirements:

The Year 11 course is a prerequisite for the Year 12 course.

Biology

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

The *Biology Stage 6 Syllabus* explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

The Year 11 course develops the student's understanding of the structure and function of organisms. Students also study biodiversity and the effect of evolution.

The Year 12 course builds upon the Year 11 course. Students develop knowledge and understanding of genetics and the effects of diseases.

The new Stage 6 Syllabus dedicates 15 hours of time to Depth Studies per course. This study provides flexibility for the teacher to program time to investigate selected material at a deeper level. This may include a number of activities such as experimentation, fieldwork, researching, data analysis, report writing, portfolio creation, model building and problem solving.

Students choosing this subject and wanting to pursue a career in Biological Sciences or a related field should also select the appropriate Mathematics course in Year 11. The recommended Mathematics course for this subject is at **least** Standard 1 or higher.

Modules covered:

Year 11 Course

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics
- Depth Study

Year 12 Course

- Heredity
- Genetic Change
- Infectious Disease
- Non-Infectious Disease and Disorders
- Depth Study

Particular Course Requirements:

The Year 11 Biology course is a pre-requisite for the Year 12 Biology Course.

Practical experiences are an important part of this course and will occupy a minimum of 35 hours across Year 11 and Year 12 course time.

Stage 6 Biology Excursions

One Fieldwork trip must be completed in Year 11.

Year 12 Biology will visit the UNSW Human Disease Museum in Sydney.

Business Studies

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of small to medium businesses are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

Topics Covered:

Year 11 Course

- Nature of business
- Business Management
- Business Planning

Year 12 Course

- Operations
- Marketing
- Finance
- Human resources

Particular Course Requirements:

In the Year 11 course there is a focus on Case Studies and understanding a business plan. For the Year 12, students need to link content with case studies.

Stage 6 Business Studies Students may be expected to complete 1 to 2 field activities.

Chemistry

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

The *Chemistry Stage 6 Syllabus* explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The Year 11 course develops knowledge and understanding of the fundamentals of chemistry. Students study the trends and driving forces in chemical interactions.

The Year 12 course builds on the concepts developed in the Year 11 course expanding on areas such as the applications of Chemistry and equilibrium in reactions.

The new Stage 6 Syllabus dedicates 15 hours of time to Depth Studies per course. This study provides flexibility for the teacher to program time to investigate selected material at a deeper level. This may include a number of activities such as experimentation, researching, data analysis, report writing, portfolio creation, model building and problem solving.

Students who choose Chemistry need to have a strong grounding in Mathematics and it is highly recommended that they be undertaking at least Standard Mathematics 2 in Year 11.

Students wanting to pursue a career in Science or a Science related field, should also select the recommended Mathematics course in order to best achieve success in their tertiary education.

Main Topics Covered:

Year 11 Course

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions
- Depth Study

Year 12 Course

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas
- Depth Study

Particular Course Requirements:

The Year 11 Chemistry course is a pre-requisite for the Year 12 Chemistry Course.

Practical experiences are an important part of this course and will occupy a minimum of 35 hours across Year 11 and Year 12 course time.

Stage 6 Chemistry Excursions

There will be excursions planned for Year 11 and 12 as the course progresses including 'Experimentfest' at the University of Newcastle.



Community & Family Studies

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description: Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature. Consequently, Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Year 11 Course

Modules

Resource Management (20% indicative course time)

- Base concepts of resource management

Individuals and Groups (40% indicative course time)

- The individual's roles, relationships and tasks within and between groups.

Families and Communities (40% indicative course time)

- Family structures and functions and the interaction between family and community (approx. 40% of course time).

Year 12 Course

Core Modules

Research Methodology (25% indicative course time)

- Research methodology and skills culminating in the production of an Independent Research Project.

Groups in Context (25% indicative course time)

- The characteristics and needs of specific community groups.

Parenting and Caring (25% indicative course time)

- Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.

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 the lifespan.

Social Impact of Technology

- The impact of evolving technologies on individuals and lifestyle.

Individuals and Work

- Contemporary issues confronting individuals as they manage roles within both their family and work environments.

Particular Course Requirements: The Community and Family Studies Stage 6 Syllabus includes a Year 11 course of 120 hours (indicative time) and a Year 12 course of 120 hours (indicative time). As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project is related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

Design & Technology

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

Students study design processes, design theory and factors in relation to design projects.

In the Year 11 course, students study designing and producing, which includes the completion of at least two design projects.

In the Year 12 course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.

Main Topics Covered:

Year 11 Course

Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

Year 12 Course

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

Particular Course Requirements:

In the Year 11 course, students must participate in hands-on practical activities. In the Year 12 course the comprehensive study of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a major design project and the presentation of a case study.

Note: Levy

- **Year 11 - \$120.00**
- **Year 12 - \$120.00**

Drama

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

Year 11 Course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

Year 12 Course content

Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The Group Performance of between three and six students involves creating a piece of original theatre (8 to 12 minutes' duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis **or** Design **or** Performance **or** Script-writing **or** Video Drama.

Main Topics Covered:

Year 11 Course

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

Year 12 Course

- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre (Core content)
- Group Performance
- Individual Project

Particular Course Requirements:

The Year 11 course informs learning in the Year 12 course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the Year 12 course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other Year 12 course when choosing Individual Projects.

Earth & Environmental Science

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

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

The Year 11 course develops knowledge and understanding of earth's systems, processes and human impacts on these systems. The Year 12 course builds on the concepts developed in the Year 11 course expanding on areas such as human impacts and resource management which can change an environment. The students gain an understanding of how the Earth is evolving.

The new Stage 6 Syllabus dedicates 15 hours of time to Depth Studies per course. This study provides flexibility for the teacher to program time to investigate selected material at a deeper level. This may include a number of activities such as experimentation, fieldwork, researching, data analysis, report writing, portfolio creation, model building and problem solving.

Students choosing this subject and wanting to pursue a career in Environmental Science or a related field should also select the appropriate Mathematics course in Year 11. The recommended Mathematics course for this subject is at **least** Standard 1 or higher.

Main Topics Covered:

Year 11 Course

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts
- Depth Study

Year 12 Course

- Earth's Processes
- Hazards
- Climate Science
- Resource Management
- Depth Study

Particular Course Requirements:

The Year 11 Earth and Environmental course is a pre-requisite for the Year 12 Earth and Environmental Course. Practical experiences are an important part of this course and will occupy a minimum of 35 hours across Year 11 and Year 12 course time.

Stage 6 Earth and Environmental Science Excursions

Year 11 course - Field Trip Activity

Year 12 course - Field Trip activity

Economics

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

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

Main Topics Covered:

Year 11 Course

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

Year 12 Course

- The Global Economy
- Australia's Place in the Global Economy
- Economic Issues
- Economic Policies and Management

Stage 6 Economics Students (may be expected to complete 1 or 2 fieldwork activities)

Engineering Studies

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

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

Main Topics Covered:

Year 11 Course

Students undertake the study and develop an engineering concepts centred around:

- Three application modules, where students develop knowledge & understanding of Engineering concepts and impacts through the study of Engineering Fundamentals, Engineered Products and Braking Systems
- One focus module, where students develops knowledge & appreciation of the role of engineers by studying the field of Biomedical-Engineering;

Year 12 Course

Students undertake the study and develop an engineering report for each of 5 modules:

- Two application modules, where students develop knowledge & understanding of Engineering concepts and impacts through the study of Civil Structures and Personal & Public Transport.
- Two focus modules, where students develop knowledge & appreciation of the role of engineers by studying the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements:

At least one report in each of the Year 11 and the Year 12 courses must be the result of collaborative work.

Food Technology

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

The Year 11 course involves the “broad knowledge of food technology.” The factors that influence food availability and selection are examined and current food consumption patterns in Australia investigated. Food handling is addressed with emphasis on ensuring safety and managing the sensory characteristics and functional properties of food to produce a quality product. The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is explored. (NSW BOS Food Technology Syllabus).

The Year 12 course involves the “The structure of the Australian food industry is outlined and the operations of one organisation investigated. Production and processing practices are examined and their impact evaluated. The activities that support food product development are identified and the process applied in the development of a food product. Contemporary nutrition issues are raised. Investigated and debated. This knowledge enables students to make informed responses to changes in the production to consumption continuum and exert and influence on future developments in the food industry as educated citizens and in their future careers.” (NSW BOS Food Technology Syllabus).

Topics Covered

Year 11

- Food availability and selection (30%)
- Food Quality (40%)
- Nutrition (30%)

Year 12

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

Particular Course Requirements:

In the Year 11 Course, practical experiences are used to delve into the science behind food and to understand what makes up our food. Each of these is followed by a write up and analysis of the process. Written briefs are required for all Year 11 topics.

The Year 12 course has a written report for each topic with practical application to accompany.

Note: Levy

- Year 11 - \$130.00
- Year 12 - \$130.00

French Continuers

2 units for each of Year 11 and Year 12, with the option of a 1-unit Extension course for the Year 12 Board Developed Course

Prerequisites: Stage 5 French or equivalent

Exclusions: French Beginners is assumed.

Course Description:

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

Main Topics Covered:

Themes:

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

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying French culture through texts.

Particular Course Requirements: Nil

Geography

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

- The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.
- The Year 12 course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

Main Topics Covered:

Year 11 Course

- Biophysical Interactions (45% of course time)
- Global Challenges (45% of course time)
- Senior Geography Project (10% of course time)

Year 12 Course

- Ecosystems at Risk (33% of course time)
- Urban Places (33% of course time)
- People and Economic Activity (33% of course time)

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

Particular Course Requirements:

Students complete a senior geography project (SGP) in the Year 11 course and must undertake 12 hours of fieldwork in both the Year 11 and Year 12 courses. Students will be required to submit both oral and written geographic reports.

Stage 6 Geography Students may be expected to attend up to 3 fieldtrip activities.

German Continuers

2 units for each of Year 11 and Year 12, with the option of a 1-unit Extension course for the Year 12 Board Developed Course

Prerequisites: Stage 5 German or equivalent

Exclusions: German Beginners is assumed.

Course Description:

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

Main Topics Covered:

Themes:

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

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying German culture through texts.

Particular Course Requirements: Nil

History Extension

1 unit at Year 12 level only.

Prerequisites: A Year 11 course in Modern History or Ancient History is a prerequisite for the Year 12 Extension Course. An Year 12 course in Modern or Ancient History is a co-requisite for the Year 12 History Extension Course. 60 indicative hours.

Course Description:

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. History Extension appeals to students who appreciate the intellectual challenge of grappling with an area of debate, and constructing and defending a position through a reasoned and cohesive argument. It offers students the opportunity to work independently and apply the historiographical understanding developed through the course to an individual project of personal interest.

Course Structure:

Part I: What is History?

Percentage of course time: 60%

Students use historical debates from one case study and a source book of historical readings to investigate the question 'What is history?' through the key question:

- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded over time?
- Why have approaches to history changed over time?

Case Studies include: JFK, Elizabeth I, or Historicity of Jesus Christ

Part II: History Project

Percentage of course time: 40%

- Developing a proposal for a historical investigation
- Locating, selecting, analysing, synthesising, and evaluating information from a range of historical Sources
- Applying the skills by designing and conducting their own historical investigations.
- Presenting research findings through a well-structured historical text
- Appropriate referencing and preparing a bibliography
- Reviewing key sources
- Reflecting on process and product

Information Processes & Technology

2 units for each of Year 11 and Year 12
Board Developed Course

Exclusions: Nil

Course Description:

The Information Processes and Technology Course studies technology topics which are an integral part of our business and working world.

Topics studied include the use Communication Technology, the development of projects, Relational Databases, the ways businesses effectively use technology, exploring the components of technology in the real world, how it is used and developed, how mobile technology and its use is changing the world, exploring emerging technology, how the future outlook of business technology could change.

The course explores various systems and the similarities. Included in this study are Management Information Systems, Expert Systems, Automated Manufacturing Systems and Multimedia Systems.

There is a large practical component in this course, but no prior knowledge is required in either a theory or practical manner. All topics are taught from a basic level.

The course is based on project work and developing the skills to understand and work with these systems.

Main Topics Covered

During the Year 11 section of the course the study program involves a large degree of practical work.

Exploring and researching Information Systems in their real-world context, looking at how data is represented digitally and exploring the many social and ethical issues of technology, such as social media, the use of multi-media and their development. The studies are developed through the tools for Information Processes, Collecting, Organising, Analysing, Storing, Processing, Transmitting and Displaying.

A detailed exploration of the tools for Information Processes leads to the Year 12 course where a detailed study of the use of technology in the business world is carried out. Technology is ubiquitous to the business world and studies of this can lead to a greater understanding of the future. The HSC course will include Transaction Processing Systems and Decision Support Systems and their uses now and into the future.

Particular Course Requirements:

There is no prerequisite study for the 2 unit Preliminary course.

Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

Japanese Continuers

2 units for each of Year 11 and Year 12, with the option of a 1-unit Extension course for the Year 12 Board Developed Course

Prerequisites: Stage 5 Japanese or Equivalent knowledge

Exclusions: Japanese Beginners is assumed.

Course Description:

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

Main Topics Covered:

Themes:

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

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying Japanese culture through texts.

Particular Course Requirements: Nil

Legal Studies

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

Main Topics Covered:

Year 11 Course

- The Legal System (40% of course time)
- The Individual and the State (20% of course time)
- The Law in Practice (40% of course time)

Year 12 Course

- Core Crime (30% of course time)
- Core Human Rights (20% of course time)
- Options (2 options) (50% of course time)

Two (2) of the following focus studies will be chosen

Consumers, family, global environmental protection, Indigenous people, shelter, workplace, world order.

Key themes incorporated across all topics: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

Stage 6 Legal Studies Students may be expected to attend fieldwork/sessions activities.

Mandarin Continuers

2 units for each of Year 11 and Year 12, with the option of a 1-unit Extension course for the Year 12 Board Developed Course

Prerequisites: Stage 5 Mandarin or equivalent

Exclusions: Mandarin Beginners is assumed.

Course Description:

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

Main Topics Covered:

Themes:

- The individual
- The Chinese-speaking communities
- The changing world.

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying Chinese culture through texts.

Particular Course Requirements: Nil

Mathematics Standard 1

2 units for each of Year 11 and Year 12

Board Developed Course

Prerequisites: The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis, Volume, some content from Equations and some content from Probability.

Course Description: Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

The study of Mathematics Standard 1 in Stage 6 enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. Students are provided with opportunities to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs. Mathematics Standard 1 provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

Main Topics Covered:

Year 11 Course

- Formulae and Equations
- Linear relationships
- Applications of measurement
- Working with time
- Money matters
- Data analysis
- Relative frequency and Probability

Year 12 Course

- Types of relationships
- Right-angled triangles
- Rates
- Scale drawings
- Investment
- Depreciation and loans
- Further statistical analysis
- Networks and paths

External Assessment	Internal Assessment
<p>Students studying Mathematics Standard 1 may elect to undertake an optional HSC Examination. Should a student seek an Australian Tertiary Admission Rank (ATAR), the examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the calculation of the ATAR. Examination questions may require candidates to integrate knowledge, understanding and skills developed through studying the course. The examination will be based on the Mathematics Standard 1 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Standard Year 11 course content notated by \diamond will be assumed knowledge for this examination and may be examined. The examination will consist of a written paper worth 80 marks. The time allowed is 2 hours plus 10 minutes reading time. A reference sheet including appropriate formulae will be provided. NESA approved calculators and a ruler may be used. The paper will consist of two sections.</p> <p>Section I (10 marks) There will be objective-response questions to the value of 10 marks.</p> <p>Section II (70 marks) Questions may contain parts. There will be 30 to 35 items. At least two items will be worth 4 or 5 marks.</p>	<p>Working Mathematically builds on the skills developed in Stage 5 and encompass six interrelated aspects which form the focus of the syllabus. These aspects of the course are grouped into two key components; “understanding, fluency and communication” and “problem solving, reasoning and justification”.</p> <p>Understanding, fluency and communication (50%) is primarily concerned with the recall of factual knowledge and concepts, selecting appropriate procedures, expressing and explaining mathematical situations, making connections between experiences and related concepts while progressively expanding and developing ideas.</p> <p>Problem solving, reasoning and justification (50%) is primarily concerned with modelling and solving problems in familiar and unfamiliar contexts, reaching conclusions, justifying strategies and strategic thinking to explain the reasonableness of findings.</p> <p>In Year 11 there will be three tasks and one task must be an assignment or investigation-style task with a weighting of 20-30%.</p> <p>In Year 12 there will be a maximum of four tasks. One task will be a formal written examination with a maximum weighting of 30% and one task must be an assignment or investigation-style task with a weighting of 15-30%.</p> <p>Once the assessment of the Year 12 course has commenced, some Year 11 course work can be included in assessment tasks for Mathematics Standard 1.</p>

Mathematics Standard 2

2 units for each of Year 11 and Year 12

Board Developed Course

Prerequisites: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis, Volume, some content from Equations and some content from Probability.

Course Description: Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

The study of Mathematics Standard 2 in Stage 6 enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. Students are provided opportunities to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs. Mathematics Standard 2 provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies. Students are provided an appropriate mathematical background for entering the workforce or undertaking further tertiary training.

Main Topics Covered:

Year 11 Course

- Formulae and Equations
- Linear relationships
- Applications of measurement
- Working with time
- Money matters
- Data analysis
- Relative frequency and Probability

Year 12 Course

- Types of relationships
- Non-right angled Trigonometry
- Rates and ratio
- Investments, loans and annuities
- Bivariate data analysis
- The normal distribution
- Network concepts
- Critical path analysis

External Assessment	Internal Assessment
<p>Examination questions may require candidates to integrate knowledge, understanding and skills developed through studying the course. The examination will be based on the Mathematics Standard 2 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Standard Year 11 course will be assumed knowledge for this examination and may be examined. The examination will consist of a written paper worth 100 marks. The time allowed is 2 hours and 30 minutes plus 10 minutes reading time. A reference sheet will be provided. NESA approved calculators and a ruler may be used. The paper will consist of two sections.</p> <p>Section I (15 marks) There will be objective-response questions to the value of 15 marks. Section II (85 marks) Questions may contain parts. There will be 35 to 40 items. At least two items will be worth 4 or 5 marks.</p>	<p>Working Mathematically builds on the skills developed in Stage 5 and encompass six interrelated aspects which form the focus of the syllabus. These aspects of the course are grouped into two key components; “understanding, fluency and communication” and “problem solving, reasoning and justification”.</p> <p>Understanding, fluency and communication (50%) is primarily concerned with the recall of factual knowledge and concepts, selecting appropriate procedures, expressing and explaining mathematical situations, making connections between experiences and related concepts while progressively expanding and developing ideas.</p> <p>Problem solving, reasoning and justification (50%) is primarily concerned with modelling and solving problems in familiar and unfamiliar contexts, reaching conclusions, justifying strategies and strategic thinking to explain the reasonableness of findings. In Year 11 there will be three tasks and one task must be an assignment or investigation-style task with a weighting of 20-30%.</p> <p>In Year 12 there will be a maximum of four tasks. One task will be a formal written examination with a maximum weighting of 30% and one task must be an assignment or investigation-style task with a weighting of 15-30%.</p> <p>Once the assessment of the Year 12 course has commenced, some Year 11 course work can be included in assessment tasks for Mathematics Standard 2.</p>

Mathematics Advanced

2 units for each of Year 11 and Year 12

Board Developed Course

Prerequisites: Despite the NESA statement that this course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.2 Pathway for the School Certificate, students who have not studied Stage 5.3 Pathway Mathematics will experience significant difficulties coping with the course. Most Stage 5.2 Pathway students who attempt this course eventually change to Mathematics Standard 2 and when this happens they have a significant amount of work to complete independently to cover the content already taught in the Mathematics Standard 2 course.

Course Description: The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

The study of Mathematics Advanced in Stage 6 enables students to enhance their knowledge and understanding of what it means to work mathematically, develop their understanding of the relationship between “real-world” problems & mathematical models & extend their skills of concise and systematic communication.

Main Topics Covered:

Year 11 Course

- Working with Functions
- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities
- Introduction to Differentiation
- Logarithms and Exponentials
- Probability and Discrete Probability Distributions

Year 12 Course

- Graphing Techniques
- Trigonometric Functions and Graphs
- Differential Calculus
- The Second Derivative
- Integral Calculus
- Modelling Financial Situations
- Descriptive Statistics and Bivariate Data Analysis
- Random Variables
-

External Assessment	Internal Assessment
<p>Examination questions may require candidates to integrate knowledge, understanding and skills developed through studying the course. The examination will be based on the Mathematics Advanced Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Advanced Year 11 course will be assumed knowledge for this examination and may be examined. The examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 10 minutes reading time. A reference sheet will be provided. NESA approved calculators and a ruler may be used. The paper will consist of two sections.</p> <p>Section I (10 marks) There will be objective-response questions to the value of 10 marks.</p> <p>Section II (90 marks) Questions may contain parts. There will be 37 to 42 items. At least two items will be worth 4 or 5 marks.</p>	<p>These aspects of the course are grouped into two key components; “understanding, fluency and communication” and “problem solving, reasoning and justification”.</p> <p>Understanding, fluency and communication (50%) is primarily concerned with the recall of factual knowledge and concepts, selecting appropriate procedures, expressing and explaining mathematical situations, making connections between experiences and related concepts while progressively expanding and developing ideas.</p> <p>Problem solving, reasoning and justification (50%) is primarily concerned with modelling and solving problems in familiar & unfamiliar contexts, reaching conclusions, justifying strategies and strategic thinking to explain the reasonableness of findings.</p> <p>In Year 11 there will be three tasks and one task must be an assignment or investigation-style task with a weighting of 20-30%.</p> <p>In Year 12 there will be a maximum of four tasks. One task will be a formal written examination with a maximum weighting of 30% and one task must be an assignment or investigation-style task with a weighting of 15-30%.</p> <p>Once the assessment of the Year 12 course has commenced, some Year 11 course work can be included in assessment tasks for Mathematics Advanced.</p>

Mathematics Extension 1

3 units in each of Year 11 and Year 12

Board Developed Course

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.3 Pathway for the School Certificate. To be successful in this subject, students need a very good understanding of the Stage 5.3 Pathway and be prepared to spend a substantial amount of time in personal study. Stage 5.2 Pathway students are advised **NOT** to attempt this course.

Course Description: Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop and appreciation of the interconnected nature of mathematics, its beauty and its functionality.

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.

The study of Mathematics Extension 1 in Stage 6 enables students to extend their knowledge and understanding of what it means to work mathematically, develop their skills to reason logically, generalise and make connections, and enhance their understanding of how to communicate in a concise and systematic manner.

Main Topics Covered:

Year 11 Course

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

Year 12 Course

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

External Assessment	Internal Assessment
<p>The Mathematics Extension 1 examination paper will be based mainly on the Mathematics Extension 1 HSC course and will focus on the course objectives and HSC course outcomes. The Mathematics Extension 1 Preliminary course and the Mathematics course will be assumed knowledge for this examination. Questions focusing on Mathematics Extension 1 HSC course outcomes may also relate to knowledge, skills and understanding from the Mathematics Extension 1 Preliminary course and the Mathematics course. The examination will consist of a written paper worth 70 marks. The time allowed is 2 hours plus 10 minutes reading time. A reference sheet will be provided. NESAs approved calculators and a ruler may be used. The paper will consist of two sections.</p> <p>Section I (10 marks) There will be objective-response questions to the value of 10 marks.</p> <p>Section II (60 marks) There will be four questions worth 15 marks each.</p>	<p>These aspects of the course are grouped into two key components; “understanding, fluency and communication” and “problem solving, reasoning and justification”.</p> <p>Understanding, fluency and communication (50%) is primarily concerned with the recall of factual knowledge and concepts, selecting appropriate procedures, expressing and explaining mathematical situations, making connections between experiences and related concepts while progressively expanding and developing ideas.</p> <p>Problem solving, reasoning and justification (50%) is primarily concerned with modelling and solving problems in familiar and unfamiliar contexts, reaching conclusions, justifying strategies and strategic thinking to explain the reasonableness of findings.</p> <p>In Year 11 there will be three tasks and one task must be an assignment or investigation-style task with a weighting of 20-30%.</p> <p>In Year 12 there will be a maximum of four tasks. One task will be a formal written examination with a maximum weighting of 30% and one task must be an assignment or investigation-style task with a weighting of 15-30%.</p> <p>Once the assessment of the Year 12 course has commenced, some Year 11 course work can be included in assessment tasks for Mathematics Extension 1. It is important to note that Mathematics Extension 1 students will also complete all assessments contained in the Mathematics Advanced course assessment schedule.</p>

Mathematics Extension 2

1 unit additional to the Mathematics Extension 1 course, for Year 12 only.

Board Developed Course

Prerequisites: The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject. Successful candidates have performed at a highly competent level in the Mathematics Extension 1 and Mathematics Advanced courses.

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

Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the subject.

The study of Mathematics Extension 2 in Stage 6 enables students to extend their knowledge and understanding of working mathematically, enhancing their skills to tackle difficult, unstructured problems, generalise, make connections and become fluent at communicating in a concise and systematic manner.

Main Topics Covered:

The course content includes the entire Mathematics Advanced course, the entire Mathematics Extension 1 course and, in addition, contains:

- The Nature of Proof
- Further Proof by Mathematical Induction
- Further Work with Vectors
- Introduction to Complex Numbers
- Using Complex Numbers
- Further Integration
- Applications of Calculus to Mechanics

External Assessment	Internal Assessment
<p>The Mathematics Extension 2 examination paper will be based mainly on the Mathematics Extension 2 course and will focus on the course objectives and outcomes. The Mathematics Extension 1 course and the Mathematics Advanced course will be assumed knowledge for this examination. Questions focusing on Mathematics Extension 2 course outcomes may also relate to knowledge, skills and understanding from the Mathematics Extension 1 course and the Mathematics Advanced course. The examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 10 minutes reading time. A reference sheet will be provided. NESA approved calculators and a ruler may be used. The paper will consist of two sections.</p> <p>Section I (10 marks) There will be objective-response questions to the value of 10 marks.</p> <p>Section II (90 marks) There will be six questions worth 15 marks each.</p>	<p>These aspects of the course are grouped into two key components; “understanding, fluency and communication” and “problem solving, reasoning and justification”.</p> <p>Understanding, fluency and communication (50%) is primarily concerned with the recall of factual knowledge and concepts, selecting appropriate procedures, expressing and explaining mathematical situations, making connections between experiences and related concepts while progressively expanding and developing ideas.</p> <p>Problem solving, reasoning and justification (50%) is primarily concerned with modelling and solving problems in familiar and unfamiliar contexts, reaching conclusions, justifying strategies and strategic thinking to explain the reasonableness of findings.</p> <p>In Year 12 there will be a maximum of four tasks. One task will be a formal written examination with a maximum weighting of 30% and one task must be an assignment or investigation-style task with a weighting of 15-30%.</p>

Modern History

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

The Year 11 course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts, as a background for their more specialised Year 12 studies.

The Year 12 course is designed for students to investigate national and international forces for change and continuity in the 20th century through four major studies.

Prerequisites: (a) Year 11 Modern History course

Main Topics Covered

Year 11 Course

- **Part I: Investigating Modern History**
The Nature of Modern History, e.g. Contestability of the Past
At least two case studies where one must be from Asia, the Pacific, Africa, the Middle East
- **Part II: Historical Investigation**
This cannot overlap or duplicate significantly any topic attempted for the Year 12 Modern History or History Extension courses.
- **Part III: Core Study**
The Shaping of the Modern World, e.g. World War I

Year 12 Course

- **Part I: Core Study**
Power and Authority in the Modern World 1919-1946
- **Part II: National Study**
One topic which may be selected from a list including:
 - Russia and the Soviet Union 1917-1941
 - Iran 1945-1989
 - USA 1919-1941
- **Part III: Peace and Conflict**
One peace and conflict study may be selected from a list including:
 - Conflict in Indochina 1954-1979
 - Arab-Israeli Conflict 1948-1996
 - The Cold War 1945-1991
- **Part IV: Change in the Modern World**
One topic which may be selected from a list including:
 - The Cultural Revolution to Tiananmen Square 1966-1989
 - Civil Rights in the USA 1945-1968
 - The Changing World Order 1945-2011

Particular Course Requirements:

The Year 11 course is a prerequisite for the Year 12 course.

Music 1

2 units for each of Year 11 and Year 12

Exclusions: Music 2

Prerequisites: Music mandatory course (or equivalent)

Course Description:

Music 1 provides students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context. It gives opportunities for engagement in a range of musical styles, including contemporary popular music. Music 1 accommodates for widely differing needs and abilities of students by allowing flexibility in the topic choice and areas of study. It provides opportunities for students to work to their musical strengths and interests and thereby achieve success.

Music 1 caters for students who have diverse musical backgrounds and musical interest and is appropriate for those with formal or informal training.

Students will study the concepts of music through performing, composing, listening and musicology activities.

Main Topics Covered:

Students study three topics in each year of the course. These topics can be: Instrument and its Repertoire; Australian Music; Baroque Music; Jazz; Medieval Music; Methods of Notating Music; Music and Religion; Music and the Related Arts; Music for Large Ensembles; Music for Small Ensembles; Music for Radio; Film; Television and Multimedia; Music in Education; Music of a Culture; Music of the 18th Century; Music of the 19th Century; Music of the 20th and 21st Centuries; Popular Music; Rock Music; Technology and its Influence on Music; Theatre Music.

Particular Course Requirements:

Year 12 course - In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the Year 12 course. Students selecting Performance Electives will be required to perform extra pieces and Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by National Education Standards Authority to validate authorship of the submitted work. Musicology elective students will study a topic of their choice, interest or knowledge from the course topics and present a discussion (viva voce). The composition portfolio is marked for internal assessment.

Stage 6 Music:

- Students may be expected to attend a concert day (Encore) in Sydney and a HSC Music Study Day once per year.
- Students may be required to purchase an annual subscription of professional Music Notation Software (such as Sibelius) to support core composition or elective composition tasks when working from home. Students should discuss this subscription with their class teacher as to the most appropriate software and subscription access. Sibelius is the recommended software due to its extensive notation capabilities, quality sound files for HSC submission and its alignment with school software.

Music 2

2 units for each of Year 11 and Year 12

Exclusions: Music 1

Prerequisites: Music Additional Study course (or equivalent)

Course Description:

Music 2 allows students to develop knowledge and skills that pertain to each of the individual areas of performance, composition, musicology and aural. The integration of these areas acts as a tool towards the understanding and manipulation of the concepts of music in different musical contexts. Music 2 gives opportunities to extend musical knowledge with a focus on Western Art music as well as being able to meet the needs and abilities of the students with a range of interests.

Main Topics Covered:

Students study ONE mandatory and ONE additional topic in each year of the course. In the Year 11 course, the mandatory topic is Music 1600-1900. Additional topics for the Year 11 Course are: Australian Music; Music of a Culture; Medieval Music; Renaissance Music; Music 1900-1945; Music 1945 – Music 25 Years Ago.

In the Year 12 course, the mandatory topic is Music of the Last 25 Years (Australian focus). Additional topics for the Year 12 course are: Music of a Culture (different from Year 11); Medieval Music; Renaissance Music; Baroque Music; Classical Music; Music in the 19th Century; Music 1900-1945; Music 1945 – Music 25 Years Ago.

Particular Course Requirements:

In addition to core studies in performance, composition, musicology and aural, students nominate **one** elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.

All students will be required to develop a composition portfolio for the core composition which will be marked as part of the school internal assessment.

Stage 6 Music:

- Students may be expected to attend a concert day (Encore) in Sydney and a HSC Music Study Day once per year.
- Students may be required to purchase an annual subscription of professional Music Notation Software (such as Sibelius) to support core composition or elective composition tasks when working from home. Students should discuss this subscription with their class teacher as to the most appropriate software and subscription access. Sibelius is the recommended software due to its extensive notation capabilities, quality sound files for HSC submission and its alignment with school software.

Music Extension

1 unit/60-hour course
Board Developed Course

Exclusions: Music 1

Prerequisites: Music 2 (studied concurrently with Year 12 course of Music 2)

Course Description:

Year 12 Music Extension provides challenges and rigorous opportunities for musically and academically talented students to assist them in the realisation of their potential as performers, composers or musicologists. The extension course is intended as a refinement and sophistication of the skills within the learning experiences of either performance of composition or musicology. Students will choose a specialisation and follow an individual program that is negotiated with their teacher.

Particular Course Requirements:

- Performance specialists will be marked by itinerant examiners.
- Composition specialists will need to submit their compositions to NESAs and prepare a portfolio of work as part of the process of preparing a submitted work. Composition portfolios will not be examined externally; however, it may be requested by NESAs to validate authorship.
- Musicology specialists will need to submit their final essay to NESAs and prepare a portfolio of work as part of the process of preparing a submitted work. Musicology portfolios will not be examined externally, however, it may be requested by NESAs to validate authorship.

Stage 6 Music:

- Students may be expected to attend a concert day (Encore) in Sydney and a HSC Music Study Day once per year.
- Students may be required to purchase an annual subscription of professional Music Notation Software (such as Sibelius) to support composition specialisation tasks when working from home. Students should discuss this subscription with their class teacher as to the most appropriate software and subscription access. Sibelius is the recommended software due to its extensive notation capabilities, quality sound files for HSC submission and its alignment with school software.

Personal Development, Health & Physical Education

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

PDHPE is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which leads to enhanced movement potential and appreciation of movement in their lives.

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health & physical activity, the management of personal health and the basis for how the body moves. In the Year 12 course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance.

Year 11 Course

Core Strands (60%)

- Better Health for Individuals
- The Body in Motion

Options (40%) Students to select two of the following options in consultation with class teacher:

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

Year 12 Course

Core Strands (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%) Students to select two of the following options in consultation with class teacher:

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

Particular Course Requirements:

The PDHPE Stage 6 syllabus includes a Year 11 course of 120 hours (indicative time) and a Year 12 course of 120 hours (indicative time)

Photography, Video & Digital Imaging

1 unit or 2 units for each of Year 11 & Year 12

Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:

Photography, Video and Digital Imaging – work developed cannot be used in full or part of assessment in Visual Arts or Visual Design.

Course Description:

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

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography, video and digital imaging and understand and value how these fields of practice invite different interpretations and explanations. Students develop their own works, culminating in the production of a final portfolio, which demonstrates technical and conceptual accomplishment in Year 12. Students also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography, video and digital imaging.

The Year 11 course is broad, while the Year 12 course provides for deeper, increasingly more independent investigations.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with a more limited experience in Visual Arts, those that may have studied school based photography in Stage 5 and those that have had some experience of video. These students may need to engage in wider reading about art practices if their knowledge is limited.

Under current TAFE arrangements this course is recognised in the HSC/TAFE Credit Transfer Guide and is also recognised by Registered Training Organisations (RTO) and the Australian Qualifications Framework (AQF) for accreditation related to industry training packages.

Main Topics Covered:

Wet Photography, Video, Digital Imaging learning

- Introduction to practice
- Developing a point of view.
- Traditions, conventions, styles and genre.
- Manipulated forms
- The arranged image
- Temporal accounts
- Individual/collaborative project

Assessment

	Weighting
Making	70%
Critical & Historical studies	30%

Physics

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.

The Year 11 course develops a knowledge and understanding of fundamental mechanics, waves & thermodynamics. The Year 12 course builds on the concepts of the Year 11 course by expanding on areas such as advanced mechanics, electromagnetism and introducing concepts such as relativity, quantum theory, models of the atom and astrophysics. Students develop an appreciation of the role of evidence and prediction in the development of theories in physics.

The new Stage 6 Syllabus dedicates 15 hours of time to Depth Studies per course. This study provides flexibility for the teacher to program time to investigate selected material at a deeper level. This may include a number of activities such as experimentation, researching, data analysis, report writing, portfolio creation, model building and problem solving.

Students who choose Physics need to have a strong grounding in Mathematics and it is highly recommended that they be undertaking at least Advanced Mathematics in Year 11.

Students wanting to pursue a career in Science or a Science related field, should also select the recommended Mathematics course in order to best achieve success in their tertiary education.

Main Topics Covered:

Year 11 Course

- Kinematics
- Dynamics
- Waves and thermodynamics
- Electricity and Magnetism
- Depth Study

Year 12 Course

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

Particular Course Requirements:

The Year 11 Physics course is a pre-requisite for the Year 12 Physics Course.

Practical experiences are an important part of this course and will occupy a minimum of 35 hours across Year 11 and Year 12 course time.

Stage 6 Physics Excursions

There will be excursions planned for Year 11 and 12 as the course progresses. This may include a visit to ANSTO and an astronomical observing night.

Science Extension

1 unit at Year 12 level only.

Prerequisites: A Year 11 course in either Biology, Chemistry, Earth and Environmental Science or Physics is a prerequisite for the Year 12 Extension Course. A Year 12 course in Biology, Chemistry, Earth and Environmental Science or Physics is a co-requisite for the Year 12 Science Extension Course.

60 indicative hours.

Course Description:

Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication.

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

Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

Course Structure:

The Year 12 course consists of four modules:

Module 1 The Foundations of Scientific Thinking

Module 2 The Scientific Research Proposal

Module 3 The Data, Evidence and Decisions

Module 4 The Scientific Research Report

Assessment:

Students will complete three school-based assessment tasks, with one task being their final scientific research report. Other tasks could include a Literature Review, Statistics Analysis, or a progress check of the report. The HSC Examination is a 2 hour online examination where you will have access to your completed scientific report to help answer the questions.

Society & Culture

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

Society and Culture has a central focus of the interaction of persons, societies, cultures, environments and time. It promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides students with the skills to critically analyse complementary and contrasting viewpoints. The course develops individual thinking and the emphasis on individual and group work allows students to work in areas of direct relevance to their lives. A major part of the Year 12 course consists of a Personal Interest Project; an original and comprehensive piece of social and cultural research.

Main Topics Covered:

Year 11 Course (120 hours)

- **The Social and Cultural World** (30% of course time)
The focus of this study is the interactions occurring between persons and within and between groups, both in the contemporary world and in societies across time.
- **Personal and Social Identity** (40% of course time)
The focus of this study is the process of socialisation, and the development of personal and social identity in individuals and groups in a variety of social and cultural settings.
- **Intercultural Communication** (30% of course time)
The focus of this study is to understand how people in different social, cultural and environmental settings behave, communicate and perceive the world around them so that they can better understand each other and their world.

Year 12 Course (120 hours)

- **Personal Interest Project** (30% of course time)
The Personal Interest Project is integrated across the whole Year 12 course and draws together the interests, research skills and personal experiences of the student.
- **Social and Cultural Continuity and Change** (30% of course time)
The focus of this study is to understand the nature of social and cultural continuity and change and to examine it, through the application of research methods and social theory, in relation to a selected country
- **Depth studies** (40% of course time):
TWO to be chosen from:
 - Popular Culture
 - Belief Systems and Ideologies
 - Social Inclusion and Exclusion
 - Social Conformity and Non-Conformity

Particular Course Requirements:

The Year 11 course is a prerequisite for the Year 12 course.

Software Design & Development

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

The Software Design Course allows students to become creators of digital technologies, not users. Students in this course will take control of the systems they are using programming a number of devices.

For students to be able to understand this creation process they need to understand not only the why, but the how and then do.

This course allows students to develop software solutions using a variety of environments ranging from simple android apps, to embedded circuits and game making within the Python learning environment. They will also consider the interaction that occurs between software and other components of digital technologies.

Students in this course will be introduced to a variety of programming languages through not only online courses, but also through OneNote and in class exercises.

Main Topics Covered:

The foundation for the Year 12 course is laid in the Year 11. Students will be able to work at their own pace in learning and applying the skills they learn to the actual development of software. The methodology used is to plan, create, review, collaborate and modify software solutions through to encoding and testing the programs developed. This process is a compulsory component of 25% in the Year 12 course.

The major project, and to a lesser extent the project in the Year 11 course, will allow students to put into practice the skills they have learnt in their own areas of interest.

The course also allows students to explore the emerging technologies, develop programs for the Integrated Circuit Board the Micro:bit, and how developing software is meeting particular needs.

Students will explore 'the world is being eaten one line of code at a time,' how programming is becoming more and more important in assisting us to control the myriad of technology devices.

Particular Course Requirements:

Practical experience will occupy a minimum of 25% of the Year 11 course, and a minimum of 30% of the Year 12 course.

Studies of Religion II

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description

Studies of Religion II promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society, with an emphasis on the Australian context.

Main Topics covered

Year 11 Course (120 hours)

1. Nature of Religion and Beliefs (16 hours)

The focus of this study is the nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

2. Religious Tradition 1: Hinduism (22 hours)

3. Religious Tradition 2: Islam (22 hours)

4. Religious Tradition 3: Christianity (22 hours)

5. Religions of Ancient Origin (22 hours)

The focus of this study is the response of religions of ancient origin to the human search for ultimate meaning and purpose.

6. Religion in Australia pre-1945 (16 hours)

The focus of this study is the establishment and development of religious traditions in Australia pre-1945.

The study of a particular religious tradition enables students to demonstrate an appreciation of the diversity of expression within, and the underlying unity of the whole religious tradition.

Year 12 Course (120 hours)

1. Religion and Belief Systems in Australia post-1945 (16 hours)

The focus of this study is religious expression in Australia's multicultural and multifaith society since 1945.

2. Religious Tradition Depth Study 1: Hinduism (22 hours)

3. Religious Tradition Depth Study 2: Islam (22 hours)

4. Religious Tradition Depth Study 3: Christianity (22 hours)

5. Religion and Peace (22 hours)

The focus of this study is the distinctive response of religious traditions to the issue of peace.

6. Religion and Non-Religion (16 hours)

The focus of this study is the human search for meaning through religion and non-religion.

Elements of a religious tradition raised in the Year 11 course are covered in greater depth in the HSC study. In a Religious Tradition Depth Study, the particular focus is on the ways in which a religious tradition, as an integrated belief system, provides a distinctive answer to the enduring questions of human existence.

Studies of Religion

Stage 6 Studies of Religion students will be expected to attend several site visits as well as cultural interactions.

Particular Course Requirements:

The Year 11 course is a prerequisite for the Year 12 course.

Textiles & Design

2 units for each of Year 11 and Year 12

Exclusions: Nil

Course Description:

The Year 11 course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.

The Year 12 course builds upon the Year 11 course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

Main Topics Covered:

Year 11 Course

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

Year 12 Course

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

Particular Course Requirements:

In the Year 11 course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, as either experimental work and/or project work. In the Year 12 course, the major textiles project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the ATCFAI developed in the Year 11 course.

Note: Levy

- **Year 11 - \$75.00**
- **Year 12 - \$30.00**

Visual Arts

2 units for each of Year 11 and Year 12

Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:

Photography, Video and Digital Imaging - works developed cannot be used in full or part of assessment in Visual Arts.

Visual Design – works developed cannot be used in full or part of assessment in Visual Arts.

Course Description:

In our contemporary world Visual Arts has a significant role within a world based on visual codes and literacy. Many kinds of knowledge are increasingly managed through visual imagery. Our primary language is now visual. Visual Arts is of great relevance to students' lives and enables them to gain increasing intellectual autonomy, evident in interpretations of their own work and the work of others.

Visual Arts encompasses the areas of art, design, craft and architecture, the subject is theoretically and practically sustained by practice, the frames, and a conceptual framework about art. It explores who artists are, what they do, how they make artworks and how these link together to better understand the world we live in and the world of the past. Students develop their own artworks, culminating in a 'body of work'.

Art making reflects students' knowledge and understanding about their own practice and demonstrates their ability to resolve a conceptually strong work. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The subject rewards individual thinking in the representations of students' ideas both aesthetically and persuasively. It offers students opportunities to engage in creative and inductive forms of inquiry and to be assessed on their production, through the making of artworks, as well as on their critical and historical understanding of art, demonstrated in their writing and talking about art.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts. These students will need to engage in wider reading about art practices if their knowledge is limited.

Course overview

Year 11 Course learning opportunities focus on:

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

Year 12 Course learning opportunities focus on:

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

Particular Course Requirements:

Year 11 Course (50% Artmaking, 50% Art Criticism and Art History)

- Artworks in at least two expressive forms and use of a process diary
- A broad investigation of ideas in art criticism and art history
- Case studies

Year 12 Course (50% Artmaking, 50% Art Criticism and Art History)

- Development of a body of work and use of a process diary
- A minimum of five Case Studies (4 - 10 hours each)
- Deeper and more complex investigations of ideas in art criticism and art history.



Visual Design

1 unit or 2 units for each of Preliminary and HSC Content Endorsed Course

Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course: Visual Design – work developed cannot be used in full or part of assessment in Visual Arts.

Course Description:

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

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them. They learn to appreciate the designed works which have been important in other societies and which continue to shape approaches to contemporary design.

Visual Design provides opportunities for students to pursue their abilities and interests in design fields that offer a wide range of tertiary courses and work opportunities. At a more general level it enables students to make design decisions related to their own lives.

Visual Design Stage 6 builds on related studies in Visual Design Stage 5 and Visual Arts Years 7–10. This course provides for a more extensive and in-depth study in keeping with the central role of design applications in the community. As a 2 unit course in Years 11 and 12 it provides a more rigorous learning experience which can lead to related tertiary or vocational studies and employment. Visual Design also allows students to enhance their study of the Higher School Certificate courses in Visual Arts and Design and Technology.

HSC/TAFE Credit Transfer is available through the study of Visual Design.

Under current TAFE arrangements this course is recognised in the HSC/TAFE Credit Transfer Guide and is also recognised by Registered Training Organisations (RTO) and the Australian Qualifications Framework (AQF) for accreditation related to industry training packages.

Modules Covered:

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

There are 3 topics per module offered for study depending on the number of hours undertaken in the course. The course can be offered in one or more of the modules.

Particular Course Requirements:

- Occupational health and safety (mandatory module in all topics)
- Portfolio of designed works and use of a process diary

Investigations of ideas in criticism and history

Assessment

	Weighting
Making	70%
Critical & Historical studies	30%

Vocational Education & Training (VET) Courses

Board Developed

Hospitality Operations (240 hours)

Prerequisites: Nil
Board Developed Course

Exclusions: Hospitality Operations (120 hours)

Course Description:

This course is for students who wish to work in the hospitality industry, either as a long-term career or in part-time or temporary hospitality positions. The course is based on units of competency which have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

This course incorporates five core units plus a range of units from various functional areas. These are presented as four elective strands: Cookery/Catering, Accommodation Services, Multi-Skilled Operations, Food and Beverage Service and Kitchen Operations. Commercial Cookery is the elective strand offered to students.

Main Topics Covered:

- In the core of the course students concentrate on developing the skills to work effectively in a hospitality environment including hospitality industry awareness, communicating with customers and staff, working safely and hygienically and operating equipment.
- Work placement. Students must complete a minimum of 70 hours work placement in a hospitality workplace. Dates are set at the beginning of the year for work placement.

Assessment:

Competency Assessment

Please note: Chef's uniform and knife kit will be required at the beginning of this courses commencement. Please see levy charges below and advice on where to purchase from class teacher. This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'. 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. Competency based assessment determines the vocational qualification that a student will receive.

External Assessment – HSC Examination

The Higher School Certificate examination for Hospitality Operations (240 hours) will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from units of competency and HSC Requirements and Advice shown 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 AQF qualifications.

Qualifications:

- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in Hospitality Operations (240 hours) will be eligible for a statement of attainment towards the AQF Certificate II in Hospitality Operations.
- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in the Hospitality Operations (120 hours) will be eligible for the AQF Certificate I in Hospitality Operations.
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.

Note: Levy - Consumables

- **Year 11 - \$160.00**
- **Year 12 - \$150.00.**
- **Other - Uniform (sourced by the students at an approximate cost of \$90.00)**

TAFE Delivered VET Courses for Schools (T-VET)



TVET courses are 'dual accredited' courses – meaning they count as units of study towards both your HSC and a nationally recognised Vocational Education and Training (VET) qualification (i.e. a Certificate or Statement of Attainment). They are available across a wide range of industries and most TVET courses also provide credit towards further TAFE NSW or university studies.

What can I study?

Details about TAFE NSW courses that are available for TVET students are outlined in the 2021 TVET Guide:

<https://www.tafensw.edu.au/documents/60140/76288/TVET-Brochure.pdf>

Where can I study?

TAFE Courses are offered across a range of locations throughout the Hunter Valley and Central Coast. 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 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.

How will a TAFE course impact my pattern of study?

Students are expected to maintain the course requirements for both their School-based and TAFE courses. Students will be responsible for keeping up-to-date with course content and work from lessons that they will miss whilst attending TAFE.

Most TVET courses are offered one afternoon per week for a 4 hour class. Some courses include a block session, i.e. 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.

Does my TVET course contribute units towards my HSC?

All TVET courses count towards your HSC, however different TVET course types contribute different amounts of credit.

Industry Curriculum Framework (ICF) courses contribute to your Higher School Certificate (HSC) and, providing all HSC syllabus requirements are met, allow you to sit an optional examination which can contribute to your Australian Tertiary Admissions Rank (ATAR).

What are the associated costs?

If students wish to consider a TAFE course, as part of their pattern of study for Years 11 and 12, then they need to be aware that there may be a cost associated with this option.

Some TVET courses incur a fee payable to HVGS. It is not possible to list all of the courses at this point however, upon your application to enrol in a TVET course, you will be notified by the School should your chosen course incur a fee. Applications for courses that incur a fee will **NOT** be processed without written consent from the student's parents / guardian.

TVET courses range in cost from \$900 - \$5,000. The School covers the cost of some of these courses as it receives a funding grant each year from the Association of Independent Schools.

***Please note:** These fees will be reimbursed by the parent/caregiver to the School should the student discontinue the course. Courses that are in the higher fee range will require additional payments above that of the normal school fees. Further information on this can be obtained from the Futures and Careers Counsellor or the Dean of Innovative Curriculum.*

What if I wish to withdraw 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 liable for the expense of the course.

To withdraw from a course, a "Withdraw From A Course" form must be completed and signed. This form must be given to Mr Scott Warnock to also sign and fax to the relevant TAFE campus.

How do I apply?

STEP ONE: Arrange a meeting with Futures and Careers Counsellor, Mr Scott Warnock - warnocks@hvgs.nsw.edu.au. In this meeting, Mr Warnock will discuss the identified course of interest as well as the educational, administrative, and attendance requirements of the TAFE course.

Note: Some courses are considered High Demand and may require extra details in the application process.

STEP TWO: Complete the TVET Application Forms.

STEP THREE: A meeting will be held with the student, their parent/guardian, Futures and Careers Counsellor and Head of Year. This meeting will confirm the commitment to the pattern of study.

Application Closing Dates

Applications received in Round 1 have priority over those received in Round 2.

Round 1: Term 3 Week 8

Round 2: Open Round – Closes February

You will be advised, by letter to your home address, the outcome of your application.

If successful, you will receive an orientation letter in mid-January which details start dates, times and the location of your first class.

How are students selected for TVET courses?

Students are offered places in courses on the basis of satisfying the following criteria:

- level of ability including pre-requisite skills which indicates a capacity to succeed in the course
- application to studies, maturity and suitability for an adult learning environment
- high level of interest in the proposed course demonstrated through, for example, interests or commitment to completing the course
- a good School attendance record

Students are encouraged to attach a copy of their most recent school report to their application to assist the selection process for high demand courses.

Notes on Choosing Your Subjects

When selecting your subjects please read the Subject Selection Booklet for applicable NESA rules and guidelines. Given these requirements, you should also address the points outlined below when choosing your Year 11/12 subjects.

1. Be realistic in your aspirations and course selections.
2. Choose subjects you have an interest in, enjoy and do well in, to maximise your results, and therefore ATAR.
3. Look at tertiary prerequisites/assumed knowledge within the above constraints.
4. Identify tertiary study alternatives related to your interests and ability and don't only focus on just the one course.

The following information should be considered:

- 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 facilitate on all course offerings.
- Although it is a school recommendation that students study a course of mathematics in their senior years, it is not compulsory to do so.
- 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 NESA under the Pathways Program. Please consult your Head of Year and the Dean of Academics if you believe this may be a suitable program of study for 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 are identified in the subject pages contained in this booklet and need to be checked before course selection is finalised.
- The School structure caters for the prescribed 12 units of study within the “normal” day 8:30am-2:55pm. Please ensure that your course selection adds up to at least 12 units in Year 11. Extension courses (particularly in Year 12) may need to be timetabled beyond the typical School day at either lunchtime, before 8:30am or after 3:00pm.