

# Smith's Hill High School

*A NSW Academically Selective High School*

## Senior Curriculum Handbook



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## INTRODUCTION

The Curriculum Handbook outlines the full range of courses that are offered for Years 11 and 12 at Smith's Hill High School.

When considering subject's you would like to study in the Senior School you should consider the following points:

- **NSW Education Standards Authority** (NESA) requirements for the Higher School Certificate and your pattern of study
- courses which may be prerequisites for University or a particular career
- your particular interests and aptitude

Remember that learning should be a challenging and enjoyable experience and you should select courses which you feel best reflect your abilities and interests. Research indicates that students tend to do well in those subjects they like and enjoy studying.

The inclusion of subjects will naturally depend upon the number of students who select them and available staffing. There may be occasions where there will need to be reduced face-to-face teaching periods because of small class sizes in some preliminary and HSC courses.

All information is accurate at the time of publication, however, the most up to date information can be found on the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

Mr Greg McKenzie

Relieving Principal

# Curriculum Requirements Years 11 And 12

## Year 11: Preliminary Courses

- Year 11 courses are referred to as either Preliminary or Year 11 courses.
- Preliminary (Year 11) courses run in terms 1, 2 and 3 of Year 11.
- In all courses, the Preliminary (Year 11) course is a prerequisite to the HSC course.

## Year 12 – HSC Courses

- Year 12 courses are referred to as HSC courses.
- The HSC courses start at the beginning of term 4 of the Year 11 school year and run until the Higher School Certificate examinations which begin in early Term 4 of the following year.

## Pattern of Study

Must include:

- at least 12 units of Preliminary courses

and,

- at least 10 units of Higher School Certificate courses

**To qualify for the HSC, both the Preliminary and HSC course pattern must include:**

- at least two units of English
- at least six units of Board Developed Courses
- at least three courses of two units value or greater
- at least four subjects
- no more than seven units of courses in Science

## Course Fees

Some subjects have course fees - these are listed in the course descriptions and are accurate at the time of publishing, however, are subject to minor change.

## General Information

### Units

All courses are organised into units. Most courses are 2 units. The Extension courses and Studies of Religion are 1 unit.

### Timetabled Periods

- **Year 11:** 2 unit courses will commence study with 6 periods per cycle.
- **Year 12:** 2 unit courses will commence study with 6 periods per cycle.
- **Year 11 and 12:** 1 unit courses and Extension courses are for 3 periods per fortnight.

## Types of Courses

### Board Developed Courses

These count towards the ATAR. They are assessed by the school and examined at the HSC.

### Board Developed VET Courses

These courses are recognised by the Vocational Education and Training Accreditation Board (VETAB) as a training course. These courses are Category B for the ATAR.

### Extension Courses

Extension courses are designed for **very** capable students who wish to undertake extra learning in a particular area and should be discussed in consultation with the student's teacher prior to selection of the course.

Extension courses are offered in:

- Year 11 in English and Mathematics. You must do these if you wish to do Extension 1 courses in these subjects in Year 12.
- There is an additional Extension course offered in English and Maths in Year 12 (Extension 2) and the Extension 1 course is a pre-requisite or co-requisite for these.
- Historically, Year 12 extension courses have been offered in History, French, German, Japanese, Science and Music. Again, this will be at the discretion of the Principal.

### Satisfactory Completion of a Course

To be deemed satisfactory in a course, you must:

- follow the course developed or endorsed by NESA; and apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieve some or all of the course outcomes

## ATAR

The Australian Tertiary Admission Rank is a ranking of students, with 99.95 being the top. It is used by the universities to determine which students will be admitted to university courses. It can include units accumulated by a candidate over a total time span of *five* years. If a candidate repeats a course, only the latest attempt will be available for inclusion in the ATAR.

The ATAR is based on a scaled aggregate of marks in 10 Board Developed Courses comprising:

- the best two units of English; and
- the best eight from your remaining units, subject to the provision that no more than two units of Category B courses are included. Courses from at least four subjects must be included.

Further information can be accessed at this link:

<https://www.uac.edu.au/future-applicants/atar>

## UAC

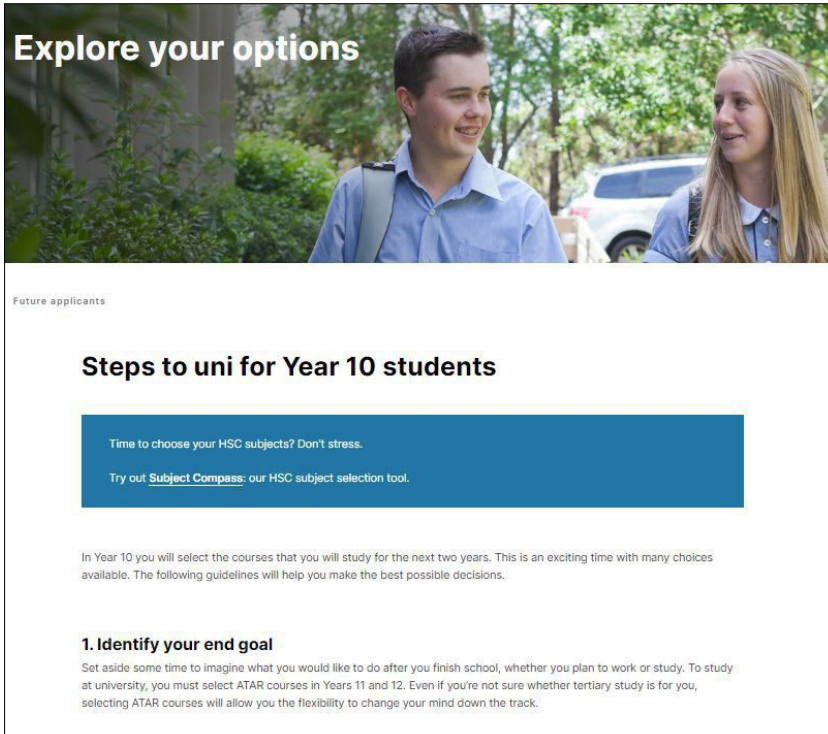
The University Admission Centre (UAC) is the body which organises and processes all applications to universities in NSW. It contacts students after the HSC to advise them which university courses they are being offered based on their ATAR.

Further information can be accessed at this link:

<https://www.uac.edu.au/>

### Additional information and helpful tips:

<https://uac.edu.au/future-applicants/year-10-students>



**Explore your options**

Future applicants

### Steps to uni for Year 10 students

Time to choose your HSC subjects? Don't stress.  
Try out [Subject Compass](#): our HSC subject selection tool.

In Year 10 you will select the courses that you will study for the next two years. This is an exciting time with many choices available. The following guidelines will help you make the best possible decisions.

#### 1. Identify your end goal

Set aside some time to imagine what you would like to do after you finish school, whether you plan to work or study. To study at university, you must select ATAR courses in Years 11 and 12. Even if you're not sure whether tertiary study is for you, selecting ATAR courses will allow you the flexibility to change your mind down the track.

## ASSESSMENT, REPORTING and CREDENTIALS

Assessment is an essential component of the teaching and learning cycle. The NSW Education Standards Authority (NESA) continues to promote a standards-referenced approach to assessing and reporting student achievement. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

### Stronger HSC Standards

*The Stronger HSC Standards reforms provide new directions for assessment practices in all Stage 6 courses to:*

- rebalance the emphasis on assessment to allow more time for teaching and learning
- maintain rigorous standards
- provide opportunities to assess students' depth of knowledge and their conceptual, analytical and problem-solving skills. NESA provides a consistent approach to Stage 6 school-based assessment requirements for all Board Developed Courses.

### How are school-based assessment requirements changing?

*Changes to each course include:*

- mandatory components and weightings for both Year 11 and Year 12 courses
- capping the maximum number of formal assessment tasks to three in Year 11 and four in Year 12
- capping the number of formal written examination tasks that mimic the HSC examination to one per course, with a maximum weighting of 30% for the Year 12 course

Students will continue to be provided with details about course assessment schedules and advice about formal assessment tasks including weightings, timing and marking criteria.

Students will continue to undertake:

- course-specific formal school-based assessment programs
- a range of assessment task types such as tests, written assignments, oral presentations, digital submission, practical activities, fieldwork and projects
- course-specific external assessment, such as the HSC examinations or submitted works.

### Reporting

Students will receive two school reports during the Preliminary (Year 11) course and two during the HSC course.

### Record of School Achievement (ROSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2020, have not demonstrated the [HSC minimum standard](#) to receive their HSC.

Further information regarding the RoSA can be found at the following link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

## Higher School Certificate

The Higher School Certificate (HSC) is the highest educational award in secondary education in New South Wales. It is awarded to students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements, meet the Minimum Standards and sit for the state-wide HSC examinations.

Further information regarding the HSC can be found at the following link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>



## A WORD FROM THE CAREERS ADVISER – Mr. N. Parmar

Selecting subjects for Year 11 is an important and exciting opportunity to shape your academic path and future opportunities. The specific subjects you choose will depend on various factors, including your interests, career aspirations, school requirements, and university prerequisites. Selecting subjects is one of the components of forging a successful career pathway; however, the selection of subjects does not limit the career pathways.

Before I suggest subject choices, I would like to highlight a broader perspective on post-school pathways. This year I have attended the open day for careers advisors at several universities and I have noted common themes including the following:

- *flexibility in the courses they offer,*
- *building transferrable skills among the students,*
- *flexibility in the admission processes,*
- *and providing students opportunities to connect with the real world.*

A student at the University of Sydney who completed a Bachelor of Engineering degree, with one major subject in finance, was offered a position at PricewaterhouseCoopers, a company that offers business advisory services such as auditing, accounting, taxation, strategy management, and human resource consulting services. When asked how an engineering degree helps him in the job in the service industry, the student replied that an engineering degree prepares students to be good problem-solvers, and that is what the company was looking for. So, after completing a degree, depending upon the combination of majors and minor courses, a student will open career opportunities in different sectors.

Recent businesses and government publications regarding future career pathways and trends have emphasised the importance of transferrable skills. At Macquarie University's open day, a professor talking about the Psychology degree described the most important emerging skills in Australia as the following:

- Analytical thinking, critical thinking, and complex problem-solving,
- Active learning and learning strategies,
- Leadership and social influence,
- Technology use, monitoring, and control,
- Resilience, flexibility, and agility,
- Motivation and self-awareness.

So, coming to the key question about subject selection. The subject selection will become easy if a student is *broadly* aware of his/her/their post-school pathways, aware of the university course pre-requisite/s and transferrable skills mentioned above. This awareness can be achieved by initiating self-reflective questions about their interests, personality, values, and passion, followed by exploring various career pathways and which tertiary course/s will equip them for the selected career.

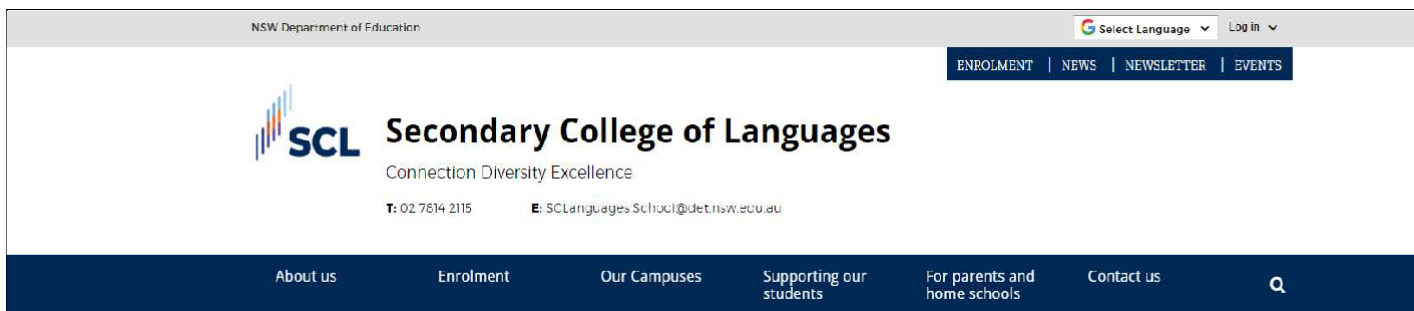
Finally, a student should be aware of abilities and interests when choosing a course. When a student selects a course that interests him/her/them and has a passion for it, he/she/they is/are in a better position to put 'heart' into it and eventually, do their personal best. It will also help them to be self-motivated and inspired to continuously work hard to achieve results that reflect their ability. The inspiration and self-motivation will support the extra hours of study for the major exams. A keen interest in a particular subject-will enhance resilience, motivation, and enthusiasm;-the learner is building skills and knowledge that will assist in post-school pathways.

To sum up –

- a. **Review your interests:** Start by considering the subjects you genuinely enjoy and excel in. Passion and enthusiasm for a subject can significantly enhance your motivation and performance.
- b. **Consider your career goals:** Think about the career path you want to pursue in the future. Research the educational requirements for your desired field and identify any specific subjects or prerequisites that universities or colleges may require.
- c. **Check school/NESA requirements:** Understand any subject requirements or recommendations set by the school or NESA.
- d. **Consider prerequisites:** If you have specific universities or courses in mind for higher education, check their prerequisites or recommended subjects. Some courses or programs may have specific subject requirements, and it's essential to consider these when making your choices.
- e. **Seek guidance:** Consult with your subject teachers, careers adviser, or experienced individuals who can provide insights and advice based on your specific circumstances. They can offer suggestions and help you make informed decisions.

Students/parents are encouraged to visit the school's career website which offers various resources <https://smithshillhighcareers.com/> . In addition to this website, the school has additional resources available at - <https://studyworkgrow.com.au/>

**Mr N Parmar**  
**Careers Adviser**



The Secondary College of Languages (SCL) is a Department of Education secondary school that offers language courses to students wishing to study their background community language if it is not available for study at their mainstream school.

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

Courses are offered for the Record of School Achievement and the Higher School Certificate in 26 languages.

For more information, please visit the Secondary College of Languages website

<https://sclanguages.schools@det.nsw.gov.au> or email [SCL.SmithsHill@det.nsw.edu.au](mailto:SCL.SmithsHill@det.nsw.edu.au)

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

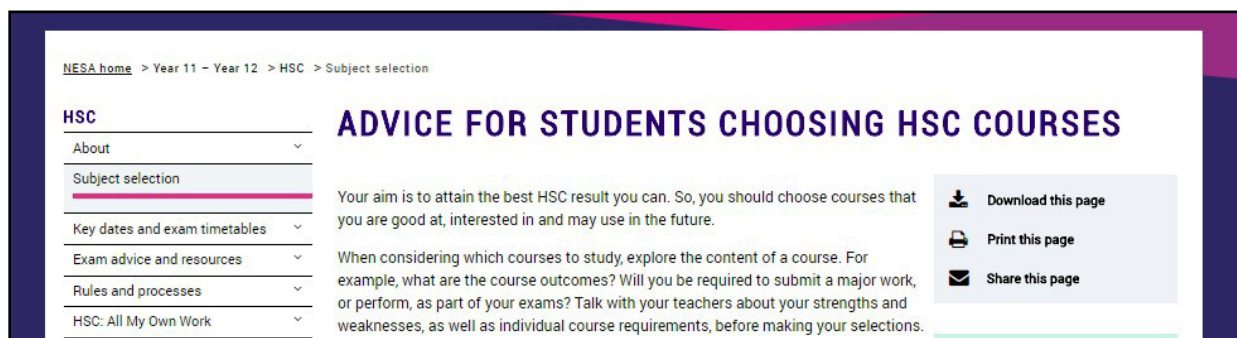
The new enrolment application forms are available from the [SCL website](#)

## COURSE DESCRIPTIONS

- The following is an outline of the courses that will initially be offered for the Year 11 cohort commencing study in 2024 at Smith's Hill High School. ***Please note that the final courses offered will be dictated by student and staff numbers at the discretion of the Principal.***
- This information should be viewed in conjunction with the syllabus for more detail regarding the course content and specific requirements.
- Links to syllabus documents are provided at the bottom of each page. The syllabus will provide a detailed outline of course content, requirements for assessment and information regarding project based subjects.
- Students should also consult with their teachers and the careers adviser for more information if necessary.

More information regarding subject selections can be found on the NESA website.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>



The screenshot shows a webpage from NESA with the following content:

- Breadcrumb: [NESA home](#) > [Year 11 – Year 12](#) > [HSC](#) > [Subject selection](#)
- Left sidebar menu:
  - HSC
  - About
  - Subject selection (highlighted)
  - Key dates and exam timetables
  - Exam advice and resources
  - Rules and processes
  - HSC: All My Own Work
- Main heading: **ADVICE FOR STUDENTS CHOOSING HSC COURSES**
- Main text:

Your aim is to attain the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future.

When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams? Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.
- Right sidebar actions:
  - Download this page
  - Print this page
  - Share this page

## Ancient History

### ANCIENT HISTORY

The study of Ancient History in Stage 6 provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past.

<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
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<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil
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<b>PRELIMINARY COURSE DESCRIPTION</b>	<b>HSC COURSE DESCRIPTION</b>
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<b>Year 11 Course (120 hours)</b>	<table border="1"> <tr> <th style="text-align: center;">Ancient History</th> </tr> <tr> <td>Investigating Ancient History</td> </tr> <tr> <td>The Nature of Ancient History</td> </tr> <tr> <td>Case Studies</td> </tr> <tr> <td><i>Each case study should be a minimum of 10 indicative hours.</i></td> </tr> <tr> <td>Features of Ancient Societies</td> </tr> </table>	Ancient History	Investigating Ancient History	The Nature of Ancient History	Case Studies	<i>Each case study should be a minimum of 10 indicative hours.</i>	Features of Ancient Societies	<p>Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.</p>
Ancient History								
Investigating Ancient History								
The Nature of Ancient History								
Case Studies								
<i>Each case study should be a minimum of 10 indicative hours.</i>								
Features of Ancient Societies								
<b>Year 12 Course (120 hours)</b>	<table border="1"> <tr> <th style="text-align: center;">Ancient History</th> </tr> <tr> <td style="text-align: center;"><b>Core Study: Cities of Vesuvius – Pompeii and Herculaneum</b></td> </tr> <tr> <td style="text-align: center;">Ancient Societies</td> </tr> <tr> <td style="text-align: center;">Personalities in their Times</td> </tr> <tr> <td style="text-align: center;">Historical Periods</td> </tr> </table>	Ancient History	<b>Core Study: Cities of Vesuvius – Pompeii and Herculaneum</b>	Ancient Societies	Personalities in their Times	Historical Periods	<p>The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.</p>	
Ancient History								
<b>Core Study: Cities of Vesuvius – Pompeii and Herculaneum</b>								
Ancient Societies								
Personalities in their Times								
Historical Periods								

<b>ADDITIONAL INFORMATION</b>	Nil
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<b>SYLLABUS LINK – NESA</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017</a>
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# Biology

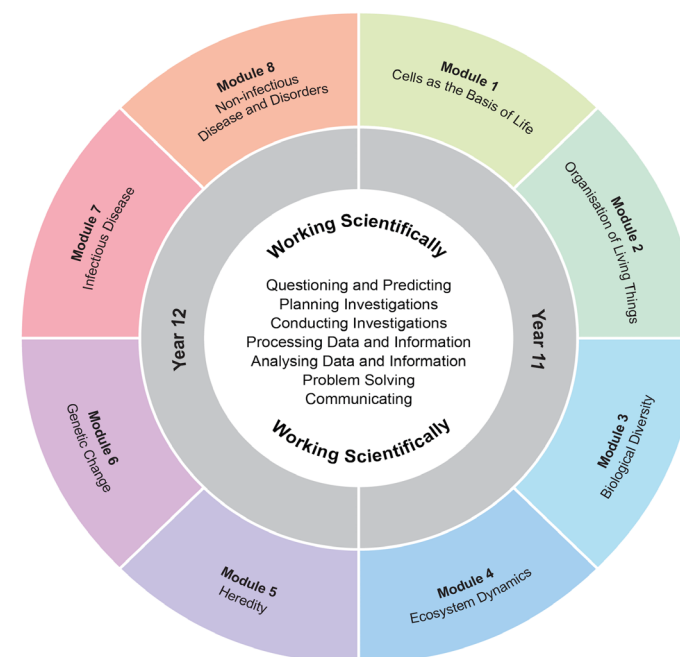
## BIOLOGY

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	\$15
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil		

<b>PRELIMINARY COURSE DESCRIPTION</b>	<b>HSC COURSE DESCRIPTION</b>
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<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>• Questioning and Predicting</li> <li>• Planning Investigations</li> <li>• Conducting Investigations</li> <li>• Processing Data and Information</li> <li>• Analysing Data and Information</li> <li>• Problem Solving</li> <li>• Communicating</li> </ul>	<b>Year 11</b> Module 1 – Cells as the Basis of Life Module 2 – Organisation of Living Things Module 3 – Biological Diversity Module 4 – Ecosystem Dynamics
	<b>Year 12</b> Module 5 – Heredity Module 6 – Genetic Change Module 7 – Infectious Disease Module 8 – Non-infectious Disease and Disorders



<b>ADDITIONAL INFORMATION</b>	Depth studies. At least one depth study must be included in both Year 11 and Year 12. A depth study is an investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.
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<b>SYLLABUS LINK – NESA</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017</a>
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## Business Studies

### BUSINESS STUDIES

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Within these topics 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.

<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil											
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil													
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>													
<table border="1"> <tr> <td rowspan="4" style="text-align: center;"><b>Year 11 Course</b></td> <td><b>Topics covered</b></td> </tr> <tr> <td>Nature of Business</td> </tr> <tr> <td>Business Management</td> </tr> <tr> <td>Business Planning</td> </tr> </table>			<b>Year 11 Course</b>	<b>Topics covered</b>	Nature of Business	Business Management	Business Planning	<table border="1"> <tr> <td rowspan="4" style="text-align: center;"><b>Year 12 Course</b></td> <td><b>Topics covered</b></td> </tr> <tr> <td>Operations</td> </tr> <tr> <td>Marketing</td> </tr> <tr> <td>Finance</td> </tr> <tr> <td>Human Resources</td> </tr> </table>			<b>Year 12 Course</b>	<b>Topics covered</b>	Operations	Marketing	Finance	Human Resources
<b>Year 11 Course</b>	<b>Topics covered</b>															
	Nature of Business															
	Business Management															
	Business Planning															
<b>Year 12 Course</b>	<b>Topics covered</b>															
	Operations															
	Marketing															
	Finance															
Human Resources																
<b>ADDITIONAL INFORMATION</b>	Nil															
<b>SYLLABUS LINK – NESA</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies</a>															

# Chemistry

## CHEMISTRY

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

<b>UNITS</b>	2 units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	\$20
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<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil
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<b>PRELIMINARY COURSE DESCRIPTION</b>	<b>HSC COURSE DESCRIPTION</b>
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### Working Scientifically

- Questioning and Predicting
- Planning Investigations
- Conducting Investigations
- Processing Data and Information
- Analysing Data and Information
- Problem Solving
- Communicating

### Year 11

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

### Year 12

Module 5 – Equilibrium and Acid Reactions  
 Module 6 – Acid/Base Reactions  
 Module 7 – Organic Chemistry  
 Module 8 – Applying Chemical Ideas



<b>ADDITIONAL INFORMATION</b>	Depth studies. At least one depth study must be included in both Year 11 and Year 12. A depth study is an investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.
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<b>SYLLABUS LINK – NESA</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017</a>
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## Design and Technology

DESIGN AND TECHNOLOGY					
<p>This course involves the study of design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. It involves hands-on practical activities which develop knowledge and skills in designing and producing. The course involves the development, realisation and documentation of design projects. The Major Design Project and supporting folio requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity.</p>					
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Year 11 \$50 Year 12 \$50
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil		
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>		
<p><b>Preliminary Course</b> The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.</p>			<p><b>HSC Course</b> The HSC course applies the knowledge and understanding of designing and producing from the Preliminary course. It involves the development and realisation of a Major Design Project, a supporting portfolio, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.</p>		
<b>ADDITIONAL INFORMATION</b>	Nil				
<b>SYLLABUS LINK – NESA</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/design-and-technology-syllabus">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/design-and-technology-syllabus</a>				


## Drama

DRAMA					
Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.					
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil		
<b>PRELIMINARY COURSE DESCRIPTION</b>		<b>HSC COURSE DESCRIPTION</b>			
<p>Learning comes from practical and theoretical experiences in each of these areas:</p> <ul style="list-style-type: none"> <li>• Improvisation, Playbuilding, Acting</li> <li>• Elements of Production in Performance</li> <li>• Theatrical Traditions and Performance Styles</li> </ul>		<ul style="list-style-type: none"> <li>• Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.</li> <li>• 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 their performance skills.</li> <li>• For the Individual Project in year 12, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Scriptwriting or Video Drama.</li> </ul>			
<b>ADDITIONAL INFORMATION</b>	Nil				
<b>SYLLABUS LINK – NESA</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus</a>				

## Earth and Environmental Science

### EARTH AND ENVIRONMENTAL SCIENCE

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.

<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	\$15			
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil					
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>					
<table border="1"> <tr> <td rowspan="2"> <b>Working Scientifically</b> <ul style="list-style-type: none"> <li>Questioning and Predicting</li> <li>Planning Investigations</li> <li>Conducting Investigations</li> <li>Processing Data and Information</li> <li>Analysing Data and Information</li> <li>Problem Solving</li> <li>Communicating</li> </ul> </td> <td> <b>Year 11</b>            Module 1 – Earth’s Resources            Module 2 – Plate Tectonics            Module 3 – Energy Transformations            Module 4 – Human Impacts         </td> </tr> <tr> <td> <b>Year 12</b>            Module 5 – Earth’s Processes            Module 6 – Hazards            Module 7 – Climate Science            Module 8 – Resource Management         </td> </tr> </table>			<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>Questioning and Predicting</li> <li>Planning Investigations</li> <li>Conducting Investigations</li> <li>Processing Data and Information</li> <li>Analysing Data and Information</li> <li>Problem Solving</li> <li>Communicating</li> </ul>	<b>Year 11</b> Module 1 – Earth’s Resources Module 2 – Plate Tectonics Module 3 – Energy Transformations Module 4 – Human Impacts	<b>Year 12</b> Module 5 – Earth’s Processes Module 6 – Hazards Module 7 – Climate Science Module 8 – Resource Management			
<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>Questioning and Predicting</li> <li>Planning Investigations</li> <li>Conducting Investigations</li> <li>Processing Data and Information</li> <li>Analysing Data and Information</li> <li>Problem Solving</li> <li>Communicating</li> </ul>	<b>Year 11</b> Module 1 – Earth’s Resources Module 2 – Plate Tectonics Module 3 – Energy Transformations Module 4 – Human Impacts							
	<b>Year 12</b> Module 5 – Earth’s Processes Module 6 – Hazards Module 7 – Climate Science Module 8 – Resource Management							
<b>ADDITIONAL INFORMATION</b>	Depth studies. At least one depth study must be included in both Year 11 and Year 12. A depth study is an investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.							
<b>SYLLABUS LINK – NESA</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/earth-and-environmental-science-2017">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/earth-and-environmental-science-2017</a>							

## Economics

ECONOMICS			
<p>Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>			
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A
<b>PRE-REQUISITE</b>	Nil	<b>COURSE FEE</b>	Nil
<b>PRELIMINARY COURSE DESCRIPTION</b>	<b>HSC COURSE DESCRIPTION</b>		
<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Economics</li> <li>• Consumers and Business</li> <li>• Markets</li> <li>• Labour Markets</li> <li>• Financial Markets</li> <li>• Government in the Economy</li> </ul>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• The Global Economy</li> <li>• Australia's Place in the Global Economy</li> <li>• Economic Issues</li> <li>• Economic Policies and Managements</li> </ul>		
<b>ADDITIONAL INFORMATION</b>	Nil		
<b>SYLLABUS LINK – NESA</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics</a>		

## Engineering Studies

ENGINEERING STUDIES					
Both Preliminary and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.					
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil		
PRELIMINARY COURSE DESCRIPTION			HSC COURSE DESCRIPTION		
<p>Students undertake the study and completion of four compulsory modules:</p> <ul style="list-style-type: none"> <li>• Engineering Fundamentals</li> <li>• Engineered Products</li> <li>• Braking Systems</li> <li>• Biomedical Engineering</li> </ul> <p>Students complete an Engineering Report from <b>two</b> of the modules</p>			<p>Students undertake the study and completion of four compulsory modules:</p> <ul style="list-style-type: none"> <li>• Civil Structures</li> <li>• Personal and Public Transport</li> <li>• Aeronautical Engineering</li> <li>• Telecommunications</li> </ul> <p>Students complete an Engineering Report from <b>two</b> of the modules</p>		
<b>ADDITIONAL INFORMATION</b>					
<b>SYLLABUS LINK – NESA</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/engineering-studies-syllabus">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/engineering-studies-syllabus</a>				

## English Standard

ENGLISH STANDARD					
<p><b>English Standard</b> is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. 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.</p>					
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil		
PRELIMINARY COURSE DESCRIPTION			HSC COURSE DESCRIPTION		
<ul style="list-style-type: none"> <li>• <b>Common Module - Reading to Write: Transition to Senior English</b> Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers</li> <li>• <b>Module A:</b> Contemporary Possibilities</li> <li>• <b>Module B:</b> Close Study of Literature</li> </ul> <p>Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</p> <p>The Year 11 course requires students to support the study of texts with their own wide reading.</p>			<ul style="list-style-type: none"> <li>• <b>Common Module - Texts and Human Experiences</b></li> <li>• <b>Module A:</b> Language, Identity and Culture</li> <li>• <b>Module B:</b> Close Study of Literature</li> <li>• <b>Module C:</b> The Craft of Writing</li> </ul> <p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> <li>• prose fiction</li> <li>• poetry OR drama</li> <li>• film OR media OR nonfiction</li> </ul> <p>Students must study ONE related text in the Common module: Texts and Human Experiences.</p>		
<b>ADDITIONAL INFORMATION</b>	Nil				
<b>SYLLABUS LINK – NESA</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017</a>				

## English Advanced

ENGLISH ADVANCED					
<p><b>English Advanced</b> is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These 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.</p>					
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil		
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>		
<p><b>Common Module - Reading to Write: Transition to Senior English</b></p> <ul style="list-style-type: none"> <li>• <b>Module A:</b> Narratives that Shape our World</li> <li>• <b>Module B:</b> Critical Study of Literature</li> </ul> <p>Students must study a range of types of texts drawn from:</p> <ul style="list-style-type: none"> <li>• prose fiction</li> <li>• drama</li> <li>• poetry</li> <li>• nonfiction</li> <li>• film</li> <li>• media and,</li> <li>• digital texts</li> </ul> <p>The Year 11 course requires students to support their study of texts with their own wide reading.</p>			<p><b>Common Module - Texts and Human Experiences</b></p> <ul style="list-style-type: none"> <li>• <b>Module A:</b> Textual Conversations</li> <li>• <b>Module B:</b> Critical Study of Literature</li> <li>• <b>Module C:</b> The Craft of Writing</li> </ul> <p>Students are required to closely study four prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> <li>• Shakespearean drama</li> <li>• prose fiction</li> <li>• poetry OR drama</li> </ul> <p>Students must study <b>ONE</b> related text in the Common Module – Texts and Human Experiences.</p>		
<b>ADDITIONAL INFORMATION</b>	Nil				
<b>SYLLABUS LINK – NESA</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017</a>				

## English Extension

ENGLISH EXTENSION					
<p>English Extension provides students who undertake English Advanced the opportunity to extend their use of language and self-expression in creative and critical ways along with pursuing areas of interest with increased independence. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.</p> <p>The course is designed for students with an interest in literature and a desire to pursue specialised study of English.</p>					
<b>UNITS</b>	1 Unit	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	<ul style="list-style-type: none"> <li>English Advanced Course</li> <li>Preliminary English Extension Course is prerequisite for HSC Extension Course 1</li> <li>Preliminary Extension 1 Course is a prerequisite for English Extension Course 2</li> </ul>	<b>EXCLUSIONS</b>	As per pre-requisites		
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>		
<p><b>Preliminary Extension Course:</b> The course has one mandatory module:</p> <p>This course has one mandatory module: Texts, Culture and Value which requires students to examine a key text from the past and its manifestations in more recent cultures. Students research a range of texts as part of their research project.</p> <p>Students will also undertake a related research project.</p>			<p><b>HSC Extension 1</b> Common module: Literary worlds with one elective option</p> <p>This course requires the study of at least three texts selected from the prescribed text list. Students are also required to study at least two related texts (texts of their own choosing).</p> <p><b>HSC Extension 2</b> The composition process, Major Work, Reflection Statement, the Major Work Journal.</p> <p>The course requires extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement. The selection of texts will depend on the Major Work form.</p>		
<b>ADDITIONAL INFORMATION</b>	Nil				
<b>SYLLABUS LINK – NESA</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017</a>				



## Enterprise Computing

### ENTERPRISE COMPUTING

The Enterprise Computing course enables students to develop an understanding of the functions and purpose of digital tools and processes in enterprise information systems. Students develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design, and computational thinking skills. The knowledge and skills developed in this course ensure students can contribute to a world increasingly reliant on the manipulation and use of digital systems.

Enterprise Computing encourages the understanding of the implications of responsible and ethical application of digital systems, and the application of appropriate standards in the development of solutions. Students learn about the technologies that support enterprise-based information systems. As they develop digital solutions, students investigate social and safety issues relating to cyber safety, cybersecurity and digital footprints. They engage with technologies that improve access to, and participation in, computing technologies across a range of enterprises.

<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil		
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>		
Interactive Media and the User experience <ul style="list-style-type: none"> <li>• Ubiquity of interactive media</li> <li>• Capture, store and integrate data</li> <li>• Create interactive media systems</li> </ul> Networking systems and social computing <ul style="list-style-type: none"> <li>• Introduction to human-centric computing</li> <li>• Storage and workflow in enterprise networks</li> <li>• Network architecture and infrastructure</li> <li>• Creating a network</li> </ul> Principles of cybersecurity <ul style="list-style-type: none"> <li>• Principles of cybersecurity</li> <li>• Security awareness</li> <li>• Cyber laws and ethics</li> </ul>			Data Science <ul style="list-style-type: none"> <li>• Collecting, storing and analysing data</li> <li>• Data quality</li> <li>• Processing and presenting data</li> </ul> Data visualisation <ul style="list-style-type: none"> <li>• Using data to tell a story</li> <li>• Interpreting data visualisations</li> <li>• Designing for user experience</li> <li>• Creating data visualisations</li> </ul> Intelligent systems <ul style="list-style-type: none"> <li>• Systems and their applications</li> <li>• Data and intelligent systems</li> <li>• Creating intelligent systems</li> </ul> Enterprise project <ul style="list-style-type: none"> <li>• Identifying and defining</li> <li>• Researching and planning</li> <li>• Producing and implementing</li> <li>• Testing and evaluating</li> </ul>		
<b>ADDITIONAL INFORMATION</b>	Students will engage in both theoretical discussion and practical implementation of content throughout the Preliminary HSC and HSC course. This requires students to engage with and deliver practical projects as both learning activities and formal assessment tasks.				
<b>SYLLABUS LINK – NESA</b>	<a href="https://curriculum.nsw.edu.au/learning-areas/tas/enterprise-computing-11-12-2022">https://curriculum.nsw.edu.au/learning-areas/tas/enterprise-computing-11-12-2022</a>				

## EVET – Introducing Skills at School – Virtual Courses

EVET – Virtual Vocational Courses					
Industry-focused courses to contribute to a student’s HSC and ATAR. Designed to give you in-demand skills in areas of Automotive, Business Services, Real Estate, Health Administration, Construction, Electrotechnology, Financial Services and Human Services. For the full list of courses (20) use the link below.					
<b>UNITS</b>	2	<b>CATEGORY</b>	B	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil		
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>		
<b>ADDITIONAL INFORMATION</b>	Externally delivered VET courses (EVET) are courses developed or endorsed by the NSW Education Standards Authority (NESA), delivered by Registered Training Organisations (RTOs) and available to Stage 5 and 6 students.				
<b>SYLLABUS LINK – NESA</b>	<a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/virtual-vet-courses">https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/virtual-vet-courses</a>				

## Food Technology

FOOD TECHNOLOGY					
This course provides students with the opportunity to develop broad knowledge and understanding about nutrition, diet and health in Australia including food availability and selection. Students investigate the Australian Food Industry, the production, processing, packaging, storage and distribution of food and the marketing of food products. Practical skills in developing, experimenting, planning, preparing and presenting food are integrated throughout the course.					
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	\$50 per year
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil		
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>		
<ul style="list-style-type: none"> <li>• Food Availability and Selection</li> <li>• Food Quality</li> <li>• Nutrition</li> </ul>			<ul style="list-style-type: none"> <li>• Food Product Development</li> <li>• The Australian Food Industry</li> <li>• Food Manufacture</li> <li>• Contemporary Nutrition Issues</li> </ul>		
<b>ADDITIONAL INFORMATION</b>	It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.				
<b>SYLLABUS LINK – NESA</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/food-technology-syllabus">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/food-technology-syllabus</a>				

## French Continuers

FRENCH CONTINUERS													
The Preliminary and HSC courses have, as their organisational focus, prescribed themes and related topics. Students skills in, knowledge and understanding of French will be developed through communicative tasks that reflect the prescribed themes and topics. Students will also gain an insight into the culture and the language of French-speaking communities through the study of a range of authentic texts.													
<b>UNITS</b>	2 Units Optional 1 Unit Extension course for HSC year	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil								
<b>PRE-REQUISITE</b>	Stage 5 French equivalent knowledge is assumed	<b>EXCLUSIONS</b>	French Beginners										
<p>Themes covered throughout Preliminary and HSC courses:</p> <table border="1" data-bbox="616 651 1547 1066"> <thead> <tr> <th>Prescribed Themes</th> <th>Mandatory Topics</th> </tr> </thead> <tbody> <tr> <td>The Individual</td> <td>Personal identity Relationships School life and aspirations Leisure and interests</td> </tr> <tr> <td>The French-Speaking Communities</td> <td>Daily life/lifestyles Arts and entertainment</td> </tr> <tr> <td>The Changing World</td> <td>Travel and tourism The world of work Current issues The young people's world</td> </tr> </tbody> </table>						Prescribed Themes	Mandatory Topics	The Individual	Personal identity Relationships School life and aspirations Leisure and interests	The French-Speaking Communities	Daily life/lifestyles Arts and entertainment	The Changing World	Travel and tourism The world of work Current issues The young people's world
Prescribed Themes	Mandatory Topics												
The Individual	Personal identity Relationships School life and aspirations Leisure and interests												
The French-Speaking Communities	Daily life/lifestyles Arts and entertainment												
The Changing World	Travel and tourism The world of work Current issues The young people's world												
<b>ADDITIONAL INFORMATION</b>	Language HSC speaking examinations are held on Saturdays in August and September												
<b>SYLLABUS LINK – NESA</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/french-continuers-syllabus">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/french-continuers-syllabus</a>												

## French Extension

### FRENCH EXTENSION – HSC ONLY

The Extension course has a prescribed text and related issues as its organisational focus. Students' knowledge and understanding of French language and culture will be enhanced through accessing a variety of texts, related to the theme and issues. Students will extend their ability to use and appreciate French as a medium for communication, creative thought and self expression.

<b>UNITS</b>	1 Unit	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	French Continuers HSC	<b>EXCLUSIONS</b>	Nil		

#### Main Topics Covered:

#### Prescribed issues:

- Acceptance
- Resilience
- Identity

#### *Students' knowledge and understanding of the issues are developed through tasks such as:*

- Discussing issues in prescribed and related texts
- Presenting points of views on issues
- Analysing aural and written texts

<b>ADDITIONAL INFORMATION</b>	Prescribed text: "Intouchables" Language HSC speaking examinations are held on Saturdays in September
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<b>SYLLABUS LINK – NESA</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/extension/french-extension-syllabus">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/extension/french-extension-syllabus</a>
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## Geography

GEOGRAPHY					
<p>The aim of this course is to enable students to investigate the world through accurate descriptions and interpretations of the varied character of the physical environment of the earth and its people. A student will develop the ability to recognise and understand environmental change and thus be able to interact effectively as a citizen.</p> <ul style="list-style-type: none"> <li>The HSC course enables students to understand the contemporary world. Through specific studies about biophysical and human resources, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment.</li> </ul>					
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil		
<b>PRELIMINARY COURSE DESCRIPTION</b>		<b>HSC COURSE DESCRIPTION</b>			
<p>The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems, people, patterns and processes; and human-environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.</p> <p>Topics covered:            Earth's natural systems            People, patterns and processes            Human-environment interactions            Geographical Investigation</p>		<p>The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.</p> <p>Topics Covered:            Global Sustainability            Rural and Urban Places            Ecosystems and Global Biodiversity</p>			
<b>ADDITIONAL INFORMATION</b>	Students plan and conduct ONE Geographical Investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools.				
<b>SYLLABUS LINK – NESA</b>	<a href="https://curriculum.nsw.edu.au/syllabuses/geography-11-12-2022#year-11-course-structure-and-requirements-geography_11_12_2022">https://curriculum.nsw.edu.au/syllabuses/geography-11-12-2022#year-11-course-structure-and-requirements-geography_11_12_2022</a>				

## German Continuers

GERMAN CONTINUERS													
The Preliminary and HSC courses have spoken and written prescribed themes and related topics as their organisational focuses. Students' knowledge of German will be developed through communicative tasks related to prescribed topics. Students will also gain insight into the language and culture of German-speaking communities through the study of authentic texts.													
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil								
<b>PRE-REQUISITE</b>	Stage 5 German or equivalent knowledge is assumed	<b>EXCLUSIONS</b>	German Beginners										
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>										
Themes covered in the Preliminary and HSC courses:													
<table border="1"> <thead> <tr> <th>Prescribed Themes</th> <th>Topics</th> </tr> </thead> <tbody> <tr> <td>The Individual</td> <td>Personal identity Education and aspirations Leisure and lifestyles</td> </tr> <tr> <td>The German-Speaking Communities</td> <td>People and places Past and present Arts and entertainment</td> </tr> <tr> <td>The Changing World</td> <td>The world of work Youth issues Tourism and hospitality</td> </tr> </tbody> </table>						Prescribed Themes	Topics	The Individual	Personal identity Education and aspirations Leisure and lifestyles	The German-Speaking Communities	People and places Past and present Arts and entertainment	The Changing World	The world of work Youth issues Tourism and hospitality
Prescribed Themes	Topics												
The Individual	Personal identity Education and aspirations Leisure and lifestyles												
The German-Speaking Communities	People and places Past and present Arts and entertainment												
The Changing World	The world of work Youth issues Tourism and hospitality												
<b>ADDITIONAL INFORMATION</b>	Language HSC speaking examinations are held on Saturdays in August												
<b>SYLLABUS LINK – NESA</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/german-continuers-syllabus">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/german-continuers-syllabus</a>												

## German Extension

GERMAN EXTENSION – HSC ONLY					
<p>The Extension course has a prescribed text and related issues as its organisational focus. Students' knowledge and understanding of German language and culture will be enhanced through accessing a variety of texts related to the themes and issues. Students will extend their ability to use and appreciate German as a medium for communication, creative thought and self-expression.</p>					
<b>UNITS</b>	1 Unit	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	German Continuers HSC	<b>EXCLUSIONS</b>	Nil		
<p><b>Prescribed Issues:</b></p> <ul style="list-style-type: none"> <li>• Youth issues</li> <li>• Relationships</li> <li>• Identity</li> </ul> <p>Students' knowledge and understanding of the issues are developed through tasks such as:</p> <ul style="list-style-type: none"> <li>• Discussing issues in prescribed and related texts</li> <li>• Presenting points of views on issues</li> <li>• Analysing spoken and written texts</li> </ul>					
<b>ADDITIONAL INFORMATION</b>	<p>Prescribed text: "Tschick"</p> <p>Language HSC speaking examinations are held on Saturdays in September</p>				
<b>SYLLABUS LINK – NESA</b>	<p><a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/extension/german-extension-syllabus">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/extension/german-extension-syllabus</a></p>				



## History Extension

### HISTORY EXTENSION – HSC ONLY

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

<b>UNITS</b>	1 Unit	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.	<b>EXCLUSIONS</b>			

#### HSC COURSE DESCRIPTION

##### Constructing History

Four key questions provide a framework for investigating the construction of history with a focus on historiography ideas and methodologies, which have evolved over time, to the investigation of these key questions:

- Who are the historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented overtime?
- Why have approaches to history changed overtime?

##### Constructing History – Case Studies

Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, Napoleon, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.

<b>ADDITIONAL INFORMATION</b>	<b>History Project Major Work</b> Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.
<b>SYLLABUS LINK – NESA</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/history-extension-2017">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/history-extension-2017</a>

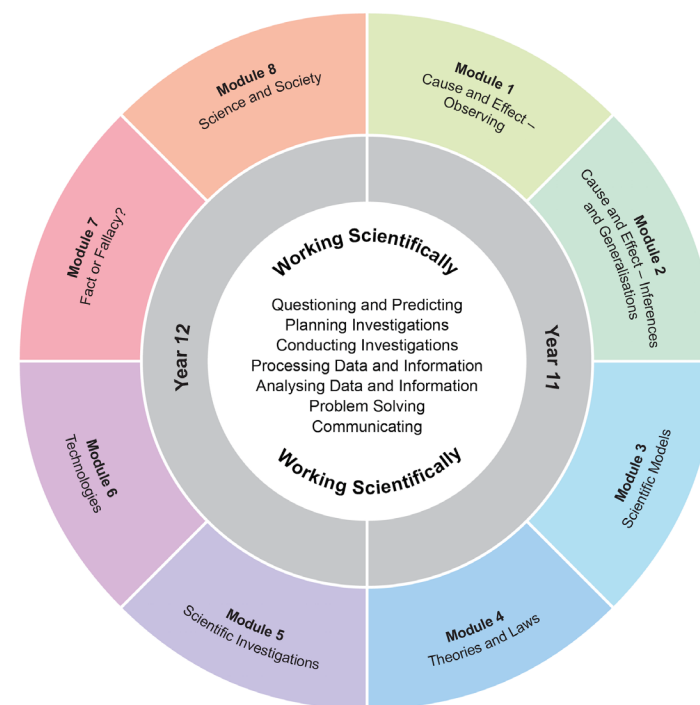
## Investigating Science

### INVESTIGATING SCIENCE

The study of Investigating Science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	\$15
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil		
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>		

<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>• Questioning and Predicting</li> <li>• Planning Investigations</li> <li>• Conducting Investigations</li> <li>• Processing Data and Information</li> <li>• Analysing Data and Information</li> <li>• Problem Solving</li> <li>• Communicating</li> </ul>	<b>Year 11</b> Module 1 – Cause and Effect - Observing Module 2 – Cause and Effect – Inferences and Generalisations Module 3 – Scientific Models Module 4 – Theories and Laws
	<b>Year 12</b> Module 5 – Scientific Investigators Module 6 – Technologies Module 7 – Fact or Fallacy? Module 8 – Science and Society



<b>ADDITIONAL INFORMATION</b>	Depth studies. At least one depth study must be included in both Year 11 and Year 12. A depth study is an investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.
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<b>SYLLABUS LINK – NESA</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/investigating-science-2017">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/investigating-science-2017</a>
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## Japanese Continuers

JAPANESE CONTINUERS					
<p>The Preliminary and HSC 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.</p>					
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	NIL
<b>PRE-REQUISITE</b>	Stage 5 Japanese or equivalent knowledge is assumed	<b>EXCLUSIONS</b>	Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Language Courses Eligibility Criteria.		
<p>Themes covered throughout Preliminary and HSC courses:</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• the Japanese-speaking communities</li> <li>• the changing world.</li> </ul> <p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none"> <li>• conversation</li> <li>• responding to an aural stimulus</li> <li>• responding to a variety of written material</li> <li>• writing for a variety of purposes</li> <li>• studying Japanese culture through texts.</li> </ul>					
<b>ADDITIONAL INFORMATION</b>	Language HSC speaking examinations are held on a designated Saturday in August or September				
<b>SYLLABUS LINK – NESA</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/japanese-continuers-syllabus">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/japanese-continuers-syllabus</a>				

## Japanese Extension

### JAPANESE EXTENSION – HSC ONLY

The Extension course has a prescribed text and related issues as its organisational focus. Students' knowledge and understanding of Japanese language and culture will be enhanced through accessing a variety of texts, related to the theme and issues. Students will extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression.

<b>UNITS</b>	1 Unit	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	Japanese Continuers HSC	<b>EXCLUSIONS</b>	Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Language Courses Eligibility Criteria.		

**Prescribed Issues:**

- Journeys
- Impact of the past
- Connectedness

Students' knowledge and understanding of the issues are developed through tasks such as:

- discussing issues in prescribed and related texts
- presenting points of views on issues
- analysing aural and written texts

<b>ADDITIONAL INFORMATION</b>	Prescribed text: "Your Name" Language HSC speaking examinations are held on Saturdays in August and September
<b>SYLLABUS LINK – NESA</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/extension/japanese-extension-syllabus">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/extension/japanese-extension-syllabus</a>

## Legal Studies

LEGAL STUDIES					
<p>The Preliminary 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.</p> <p>The HSC course investigates the key areas of law, crime, human rights and a variety of focus studies which consider how changes in societies influence law reform.</p>					
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil		
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>		
<ul style="list-style-type: none"> <li>• The Legal System</li> <li>• The Individual and the Law</li> <li>• The Law in Practice</li> </ul>			<ul style="list-style-type: none"> <li>• Crime</li> <li>• Human Rights</li> <li>• TWO OPTIONS</li> </ul> <p><b><i>Two Focus Studies are chosen from:</i></b></p> <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Family</li> <li>• Global environmental protection</li> <li>• Indigenous people</li> <li>• Shelter</li> <li>• Workplace</li> <li>• World order</li> </ul>		
<b>ADDITIONAL INFORMATION</b>	Nil				
<b>SYLLABUS LINK – NESA</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies</a>				

## Mathematics Standard 2

### MATHEMATICS STANDARD 2

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all sub-standards of Stage 5.1 and with the following sub-standards of Stage 5.2 - Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis and Probability.	<b>EXCLUSIONS</b>	Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.		
<b>PRELIMINARY COURSE DESCRIPTION</b>		<b>HSC COURSE DESCRIPTION</b>			
<ul style="list-style-type: none"> <li>Financial Mathematics-Money Matters Statistical Analysis-Relative Frequency and Probability</li> <li>Data Analysis Measurement-Applications of measurement</li> <li>Working with Time Algebra-Formulae and Equations</li> <li>Linear Relationships</li> </ul>		<ul style="list-style-type: none"> <li>Financial Mathematics-Investments and Loans; Annuities</li> <li>Statistical Analysis-Bivariate Data Analysis; The Normal Distribution Measurement-Non Right-Angled Triangles; Rates and Ratios Networks-Network Concepts; Critical Path Analysis</li> <li>Algebra-Types of Relationships</li> </ul>			
<b>ADDITIONAL INFORMATION</b>	Nil				
<b>SYLLABUS LINK – NESA</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017</a>				

## Mathematics Advanced

MATHEMATICS ADVANCED					
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 and mathematical models and extend their skills of concise and systematic communication.					
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.3 Mathematics course and demonstrated general competence in all the skills included in that course.	<b>EXCLUSIONS</b>	Cannot be studied concurrently with Standards Mathematics.		
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>		
<ul style="list-style-type: none"> <li>• Working with Functions</li> <li>▪ Trigonometry and Measure of Angles</li> <li>▪ Trigonometric Functions and Identities</li> <li>▪ Introduction to Differentiation</li> <li>▪ Logarithms and Exponentials</li> <li>▪ Probability and Discrete Probability Distributions</li> </ul>			<ul style="list-style-type: none"> <li>• Graphing Techniques</li> <li>▪ Trigonometric Functions and Graphs</li> <li>▪ Differential Calculus</li> <li>▪ Applications of Differentiation</li> <li>▪ Integral Calculus</li> <li>▪ Modelling Financial Situations</li> <li>▪ Descriptive Statistics and Bivariate Data Analysis</li> <li>▪ Random Variables</li> </ul>		
<b>ADDITIONAL INFORMATION</b>	Nil				
<b>SYLLABUS LINK – NESAS</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-syllabus">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-syllabus</a>				

## Mathematics Extension 1

<b>MATHEMATICS EXTENSION 1</b>					
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.					
<b>UNITS</b>	1 Units for each of Preliminary and HSC Board Developed Course. Studied in conjunction with Mathematics Advanced	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	The course is constructed on the assumption that students have achieved a mastery of the skills of the Stage 5.3 Mathematics course and who are interested in the study of further skills and ideas in Mathematics.	<b>EXCLUSIONS</b>	Cannot be studied concurrently with Standards Mathematics.		
<b>PRELIMINARY COURSE DESCRIPTION</b>		<b>HSC COURSE DESCRIPTION</b>			
<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Further Work with Functions</li> <li>• Polynomials</li> <li>• Inverse Trigonometric Functions</li> <li>• Further Trigonometric Functions</li> <li>• Rates of Change</li> <li>• Working with Combinatorics</li> </ul>		<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Proof by Mathematical Induction</li> <li>• Introduction to Vectors</li> <li>• Trigonometric Equations</li> <li>• Further Calculus Skills</li> <li>• Applications of Calculus</li> <li>• The Binomial Distribution</li> </ul>			
<b>ADDITIONAL INFORMATION</b>	Nil				
<b>SYLLABUS LINK – NESAS</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017</a>				



## Mathematics Extension 2 – HSC Only

<b>MATHEMATICS EXTENSION 2 – HSC ONLY</b>					
The study of Mathematics Extension 2 in Stage 6 enables students to extend their knowledge and understanding of working mathematically, enhance their skills to tackle difficult, unstructured problems, generalise, make connections and become fluent at communicating in a concise and systematic manner.					
<b>UNITS</b>	1 Units for HSC Board Developed Course. Studied in conjunction with Mathematics Advanced and Mathematics Extension 1	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	NIL
<b>PRE-REQUISITE</b>	This course is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject.	<b>EXCLUSIONS</b>	Nil		
<b>HSC COURSE DESCRIPTION</b>					
Topics covered: <ul style="list-style-type: none"> <li>• The Nature of Proof</li> <li>• Further Proof by Mathematical Induction</li> <li>• Further Work with Vectors</li> <li>• Introduction to Complex Numbers</li> <li>• Using Complex Numbers</li> <li>• Further Integration</li> <li>• Applications of Calculus to Mechanics</li> </ul>					
<b>ADDITIONAL INFORMATION</b>	Nil				
<b>SYLLABUS LINK – NESA</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-2017">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-2017</a>				

## Modern History

MODERN HISTORY					
<p>The Preliminary 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 HSC studies.</p> <p>The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.</p>					
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil		
<b>PRELIMINARY COURSE DESCRIPTION</b>		<b>HSC COURSE DESCRIPTION</b>			
<ul style="list-style-type: none"> <li>Investigating Modern History</li> <li>Historical Investigation</li> <li>The Shaping of the Modern World</li> </ul>		<p>The Historical concepts and skills content is to be integrated throughout the course. The topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.</p> <p>The course comprises a study of:</p> <ul style="list-style-type: none"> <li><b>Core Study:</b> Power and Authority in the Modern World 1919-1946</li> <li><b>ONE</b> 'National Studies' topic</li> <li><b>ONE</b> 'Peace and Conflict' topic</li> <li><b>ONE</b> 'Change in the Modern World' topic.</li> </ul> <p>Students are required to study at least <b>ONE</b> non-European/Western topic.</p>			
<b>ADDITIONAL INFORMATION</b>	Nil				
<b>SYLLABUS LINK – NESA</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017</a>				

## Music

<b>MUSIC 1</b>					
<p>Music 1 builds on the Years 7-10 Mandatory course. It caters for students with diverse musical backgrounds and interests, including Popular music. It attracts students with both a formal musical background and those with informal experience.</p> <p>In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural, within the context of a range of styles, periods and genres.</p>					
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	Music mandatory course (or equivalent)	<b>EXCLUSIONS</b>	Music 2		
<p><b>Topics covered in Preliminary and HSC courses:</b></p> <p>Students study at least three topics in each year of the course. Topics are chosen from a list of 21, which cover a range of styles, periods and genres. Further detail can be obtained from the Music 1 syllabus document.</p>					
<b>ADDITIONAL INFORMATION</b>	<p>In addition to core studies in performance, composition, musicology and aural, students select <b>three</b> electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.</p> <p>Students selecting Composition and 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 the NESA to validate authorship of the submitted work.</p>				
<b>SYLLABUS LINK – NESA</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus</a>				

## Music

<b>MUSIC 2</b>					
<p>Music 2 builds on the Years 7-10 Mandatory and Elective courses and focuses on the study of Western Art music. It assumes students have a formal background in music, with developed music literacy skills and some knowledge and understanding of musical styles.</p> <p>In the Preliminary and HSC courses, students will study: The concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p>					
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	Music Additional Study course (or equivalent)	<b>EXCLUSIONS</b>	Music 1		
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>		
<p>In the preliminary course students study the Mandatory Topic, Music from 1600-1900 covering a range of content and one Additional Topic.</p>			<p>In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus). Students again pick their own additional topic. The musical content is predominantly Art Music.</p>		
<b>ADDITIONAL INFORMATION</b>	<p>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.</p> <p>All students will be required to develop a composition portfolio for the core composition.</p>				
<b>SYLLABUS LINK – NESA</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-2-syllabus">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-2-syllabus</a>				

## Music Extension – HSC Only

### MUSIC EXTENSION – HSC ONLY

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

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

<b>UNITS</b>	1 Unit	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	Music 2 (studied concurrently with HSC course of Music 2)	<b>EXCLUSIONS</b>	Music 1		

#### HSC COURSE DESCRIPTION

This course provides students with the opportunity to study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students nominate one elective study in performance, composition or musicology. This course assumes students have an extensive understanding and ability in their area of specialisation..

<b>ADDITIONAL INFORMATION</b>	Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESA to validate authorship of the submitted work.
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<b>SYLLABUS LINK – NESA</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-extension-syllabus">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-extension-syllabus</a>
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## Personal Development, Health and Physical Education

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION															
The aim of PDHPE at Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.															
<b>UNITS</b>	2 Unit	<b>CATEGORY</b>	Category A												
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil												
<b>PRELIMINARY COURSE DESCRIPTION</b>		<b>HSC COURSE DESCRIPTION</b>													
<table border="1"> <tr> <td><b>Preliminary Course</b></td> <td rowspan="3"> <p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves.</p> <p>Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.</p> </td> </tr> <tr> <td><b>Core Strands (60% total)</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Better Health for Individuals (30%)</li> <li>The Body in Motion (30%)</li> </ul> </td> </tr> <tr> <td><b>Options (40% total)</b></td> <td rowspan="2"></td> </tr> <tr> <td> <p>Select two of the following options:</p> <ul style="list-style-type: none"> <li>First Aid (20%)</li> <li>Composition and Performance (20%)</li> <li>Fitness Choices (20%)</li> <li>Outdoor Recreation (20%)</li> </ul> </td> </tr> </table>		<b>Preliminary Course</b>	<p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves.</p> <p>Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.</p>	<b>Core Strands (60% total)</b>	<ul style="list-style-type: none"> <li>Better Health for Individuals (30%)</li> <li>The Body in Motion (30%)</li> </ul>	<b>Options (40% total)</b>		<p>Select two of the following options:</p> <ul style="list-style-type: none"> <li>First Aid (20%)</li> <li>Composition and Performance (20%)</li> <li>Fitness Choices (20%)</li> <li>Outdoor Recreation (20%)</li> </ul>	<table border="1"> <tr> <td><b>HSC Course</b></td> </tr> <tr> <td><b>Core Strands (60% total)</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Health Priorities in Australia (30%)</li> <li>Factors Affecting Performance (30%)</li> </ul> </td> </tr> <tr> <td><b>Options (40% total)</b></td> </tr> <tr> <td> <p>Select two of the following options:</p> <ul style="list-style-type: none"> <li>The Health of Young People (20%)</li> <li>Sport and Physical Activity in Australian Society (20%)</li> <li>Sports Medicine (20%)</li> <li>Improving Performance (20%)</li> <li>Equity and Health (20%)</li> </ul> </td> </tr> </table> <p>In the HSC course, students focus on major issues related to Australia's health status. They also explore factors that affect physical performance. Students undertake optional study from a range of choices.</p> <p>This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts.</p>		<b>HSC Course</b>	<b>Core Strands (60% total)</b>	<ul style="list-style-type: none"> <li>Health Priorities in Australia (30%)</li> <li>Factors Affecting Performance (30%)</li> </ul>	<b>Options (40% total)</b>	<p>Select two of the following options:</p> <ul style="list-style-type: none"> <li>The Health of Young People (20%)</li> <li>Sport and Physical Activity in Australian Society (20%)</li> <li>Sports Medicine (20%)</li> <li>Improving Performance (20%)</li> <li>Equity and Health (20%)</li> </ul>
<b>Preliminary Course</b>	<p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves.</p> <p>Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.</p>														
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<b>ADDITIONAL INFORMATION</b>	Students are not assessed at any point on their sporting ability or fitness levels.														
<b>SYLLABUS LINK – NESA</b>	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus</a>														

## Physics

### PHYSICS

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.

<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	\$15
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil		

#### PRELIMINARY COURSE DESCRIPTION

#### HSC COURSE DESCRIPTION

#### Working Scientifically

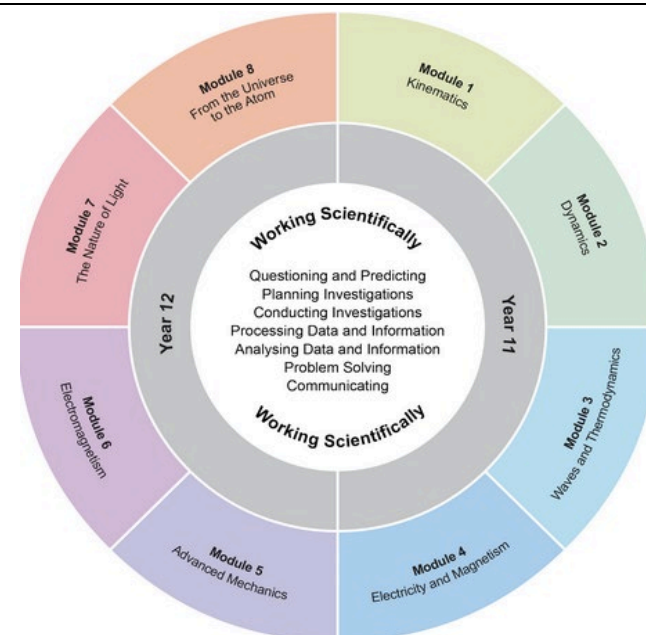
- Questioning and Predicting
- Planning Investigations
- Conducting Investigations
- Processing Data and Information
- Analysing Data and Information
- Problem Solving
- Communicating

#### Year 11

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

#### Year 12

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



#### ADDITIONAL INFORMATION

Depth studies. At least one depth study must be included in both Year 11 and Year 12. A depth study is an investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.

#### SYLLABUS LINK – NESA

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017>

## Science Extension – HSC only

### SCIENCE EXTENSION – HSC only

The Science Extension Stage 6 Syllabus focuses on the nature, development and processes of science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

<b>UNITS</b>	1 Unit	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	\$10
<b>PRE-REQUISITE</b>	2 units of a Science in Year 11, Investigating Science recommended	<b>EXCLUSIONS</b>	Nil		

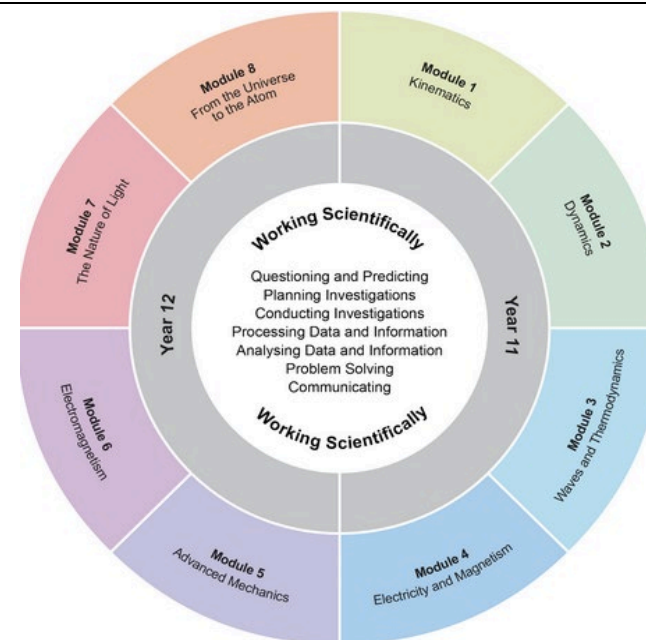
#### HSC COURSE DESCRIPTION

##### Scientific Research Project

- Maintaining the Scientific Research Portfolio
- The Scientific Research Report

##### Year 12

Module 1: The Foundations of Scientific Thinking  
 Module 2: The Scientific Research Proposal  
 Module 3: The Data, Evidence and Decisions  
 Module 4: The Research Report



#### ADDITIONAL INFORMATION

Nil

#### SYLLABUS LINK – NESA

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/science-extension-syllabus>



## Society and Culture

SOCIETY AND CULTURE					
<p>The central goal of Society and Culture Stage 6 is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology.</p> <p>Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling them to develop understanding of:</p> <ul style="list-style-type: none"> <li>• Themselves</li> <li>• Their own society and culture</li> <li>• The societies and cultures of others.</li> </ul> <p>Society and Culture encourages students to manage their own learning, including opportunities to experience working within teams. In allowing students to study in areas of direct relevance to their lives, Society and Culture contributes greatly to the promotion of lifelong learning, providing opportunities for students to acquire a range of skills to support such learning.</p> <p>The study of Society and Culture prepares students for adult life by developing knowledge, understanding, skills and other qualities associated with effective citizenship at local, national, regional and global levels. In so doing, it forms a basis for moving towards a more just society through positive participation in community life and attaining social and cultural literacy.</p>					
<b>UNITS</b>	2 Unit	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil		
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>		
<ul style="list-style-type: none"> <li>• The Social and Cultural World</li> <li>• Personal and Social Identity</li> <li>• Intercultural Communication</li> </ul>			<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Social and Cultural Continuity and Change</li> <li>• The Personal Interest Project</li> <li>• Depth Studies</li> </ul> <p><b>Two to be chosen from:</b></p> <ul style="list-style-type: none"> <li>• Popular Culture</li> <li>• Belief Systems and ideologies</li> <li>• Social Inclusion and Exclusion</li> <li>• Social Conformity and Nonconformity</li> </ul>		
<b>ADDITIONAL INFORMATION</b>	<p>Students develop an understanding of research methods and undertake research in an area of particular interest to them. These findings are presented for external assessment in the Personal Interest Project, and this result makes up 40% of their final result.</p>				
<b>SYLLABUS LINK – NESA</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture</a>				

## Software Engineering

<b>SOFTWARE ENGINEERING</b>			
<p>Software Engineering enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem solving when designing and developing creative software solutions</p> <p>Students have the opportunity to develop computing skills across 4 domains: technical skills, social awareness, project management and thinking skills. Students are encouraged to transfer knowledge to new situations and projects, building on technical skills and past learning. They enhance their understanding of project management through collaboration, communicating ideas, engaging in processes and designing solutions.</p>			
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil
<b>PRELIMINARY COURSE DESCRIPTION</b>		<b>HSC COURSE DESCRIPTION</b>	
<p>The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.</p> <p>Programming Fundamentals</p> <ul style="list-style-type: none"> <li>• Software development</li> <li>• Designing algorithms</li> <li>• Data for software engineering</li> <li>• Developing solutions with code</li> </ul> <p>The Object-Oriented Paradigm (OOP)</p> <ul style="list-style-type: none"> <li>• Understanding OOP</li> <li>• Programming OOP</li> </ul> <p>Programming Mechatronics</p> <ul style="list-style-type: none"> <li>• Understanding mechatronic hardware and software</li> <li>• Designing control algorithms</li> <li>• Programming and building</li> </ul>		<p>The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills.</p> <p>Secure Software architecture</p> <ul style="list-style-type: none"> <li>• Designing software</li> <li>• Developing secure code</li> <li>• Impact of safe and secure software development</li> </ul> <p>Programming for the web</p> <ul style="list-style-type: none"> <li>• Data transmission using the web</li> <li>• Designing web applications</li> </ul> <p>Software automation</p> <ul style="list-style-type: none"> <li>• Algorithms in machine learning</li> <li>• Programming for automation</li> <li>• Significance and impact of ML and AI</li> </ul> <p>Software engineering project</p> <ul style="list-style-type: none"> <li>• Identifying and defining</li> <li>• Research and planning</li> <li>• Producing and implementing</li> <li>• Testing and evaluation</li> </ul>	
<b>ADDITIONAL INFORMATION</b>	<p>Students have practical components in the course related to the content covered in class. The course fee supports the procurement and maintenance of mechatronics equipment and access to an online learning platform that supports and extends students programming knowledge and skills. Student software projects form part of the formal assessment for the course.</p>		
<b>SYLLABUS LINK – NESA</b>	<p><a href="https://curriculum.nsw.edu.au/learning-areas/tas/software-engineering-11-12-2022">https://curriculum.nsw.edu.au/learning-areas/tas/software-engineering-11-12-2022</a></p>		

## Studies of Religion

STUDIES OF RELIGION 1					
<p>Studies of Religion 1 promote a critical awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society.</p> <p>The particular focus is on the way in which a religious tradition, as an integrated belief system, provides a distinctive answer to the enduring questions of human existence. 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.</p>					
<b>UNITS</b>	1 Unit	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	Nil
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Studies of Religion II		
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>		
<ul style="list-style-type: none"> <li>The nature of religion and beliefs including Australian beliefs and spiritualities, as a distinctive response to the human search for the meaning of life.</li> </ul> <p><b>Two religious tradition studies:</b>  <b>Buddhism, and Hinduism,</b>            Students learn about: origins, principal beliefs, sacred text and writings, core and ethical teachings and personal devotion in the home.</p>			<ul style="list-style-type: none"> <li>Religion and belief systems in Australia post - 1945</li> </ul> <p><b>Two religious depth studies:</b></p> <p><b>Buddhism and Hinduism:</b>            Students learn about significant people and ideas, ethics and significant practices in the life of adherents. These topics include; the Dalai Lama, Wesak, Buddhist Bioethics, Shankara, Hindu Marriage and Hindu Sexual Ethics.</p>		
<b>ADDITIONAL INFORMATION</b>	Nil				
<b>SYLLABUS LINK – NESA</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-1">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-1</a>				

## Textiles and Design

TEXTILES AND DESIGN					
<p>This course provides students with the opportunity to learn about design including fabric colouration, historical design, cultural design factors and contemporary designers. Students learn about fibres, yarns, fabrics, innovations and emerging textile technologies, environmental sustainability, current issues and the Australian Textile Industry. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of textile projects. Throughout Year 12 students develop a Major Textiles Project including supporting documentation.</p>					
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	\$50 per year, plus materials
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Nil		
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>		
<ul style="list-style-type: none"> <li>• Design</li> <li>• Properties and Performance of Textiles</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI)</li> <li>• Undertake TWO preliminary textiles projects</li> </ul>			<ul style="list-style-type: none"> <li>• Design</li> <li>• Properties and Performance of Textiles</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries</li> <li>• Complete a Major Textiles Project and supporting documentation</li> </ul>		
<b>ADDITIONAL INFORMATION</b>	<p>In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, as project works. In the HSC 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 TCFAI developed in the Preliminary course.</p> <p>Completion of Major Project and the supporting documentation.</p>				
<b>SYLLABUS LINK – NESA</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/textiles-and-design-syllabus">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/textiles-and-design-syllabus</a>				

## Visual Arts

VISUAL ARTS					
<p>Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'Body of Work' or BOW in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>					
<b>UNITS</b>	2 Units	<b>CATEGORY</b>	Category A	<b>COURSE FEE</b>	\$80
<b>PRE-REQUISITE</b>	Nil	<b>EXCLUSIONS</b>	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject		
<b>PRELIMINARY COURSE DESCRIPTION</b>			<b>HSC COURSE DESCRIPTION</b>		
<ul style="list-style-type: none"> <li>• Students explore the nature of practice in art making, art criticism and art history through different investigations</li> <li>• Students examine the role and function of artists, artworks, the world and audiences in the art world</li> <li>• Students investigate the different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>• Students develop meaning and focus and interest in their work</li> <li>• Students build understanding over time through various investigations and working in different forms</li> </ul>			<ul style="list-style-type: none"> <li>• Students develop their own practice of art making, art criticism, and art history</li> <li>• Students construct their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>• Students analyse the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations</li> <li>• Students further develop meaning and focus in their work.</li> </ul>		
<b>ADDITIONAL INFORMATION</b>	<p><b>Preliminary Course</b> A focus on the key components and concepts that need to be known in the visual arts through:</p> <ul style="list-style-type: none"> <li>• the content of practice, conceptual framework, frames</li> <li>• making artworks in at least two forms</li> <li>• use of a process diary</li> <li>• broad investigation of ideas in art criticism and art history.</li> </ul>		<p><b>HSC Course</b> A focus on more interpretive investigations and relationships through:</p> <ul style="list-style-type: none"> <li>• the content of practice, conceptual framework, frames</li> <li>• the development of a body of work</li> <li>• use of a process diary</li> <li>• investigation of content through at least five case studies in art criticism and art history</li> </ul>		
<b>SYLLABUS LINK – NESA</b>	<a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/textiles-and-design-syllabus">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/textiles-and-design-syllabus</a>				