

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 David C. Deitz

Principal

Curriculum Requirements Years 11 And 12

Year 11: Preliminary Courses

- Year 11 courses are referred to as Preliminary courses
- Preliminary courses run in terms 1, 2 and 3 of Year 11.
- In all courses, the Preliminary 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

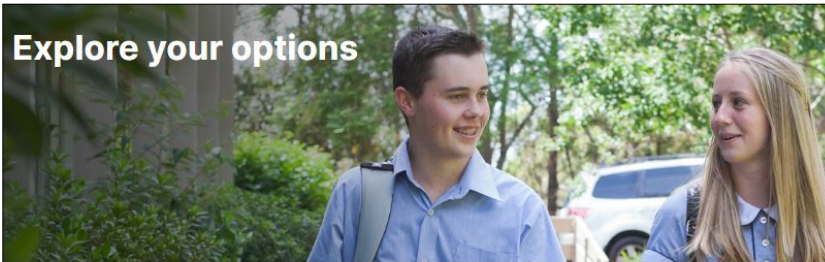
The University Admission Centre (UAC) is the body which organises and processes all applications to universities in NSW. It contacts students after the HSC to advise them which university courses they are being offered based on their ATAR.

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 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 Parmar

Subject selection is one of the key components in forging a successful career pathway. In an exceedingly competitive market place, students will need to bring their absolute personal best to their high school and tertiary education so they transition to the best possible and most appropriate occupation. Labour forces in the professional fields require students to be proactive and differentiate themselves in a number of fields - academically, extra-curricular involvement, resume and transferrable soft skills.

A student should be aware of their abilities and interests when choosing a course of study. An innate skill and enjoyment will ensure a student is keen and able to achieve their personal best. This self-awareness can be very difficult to discern as there are a number of factors that decide a student's results in a subject. Ideally, a student would choose a subject that they find interesting, challenging and inspirational. The inspiration will support the extra hours of study as the major exams loom. A keen interest in a particular subject or course will enhance the level of motivation and enthusiasm.

The role of the parent/carer in this conversation is crucial as they can bring some objectivity to the assessment of a student's unique personality and how aspects of their personality show up as an attribute that could decide subject choices.

A student could specialise in or choose a breadth of subjects. Either choice is astute if this keeps them interested and committed to doing the best they can. It is often possible for students to choose subjects that keep their options open for future study and career training.

This level of self-awareness and understanding of one's own particular set of attributes is often easier to explain than actually achieve. Sometimes research on the universities' future student webpage links might encourage wiser choices. On the Smith's Hill school's career website <https://smithshillhighcareers.com/>, there are plenty of resources and information pertinent for students and parents.

In Year 10 students and parents should see that the higher the ATAR the more options become available in the future. For example, a high ATAR could mean the student is more likely to be chosen for scholarships. Future success will be supported by wise subject selection. All students and parent/carers are welcome to discuss these considerations with the careers adviser.

Mr 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.

At the Smiths Hill High School centre, the following community languages are offered for study: Arabic, Chinese, Macedonian, Modern Greek and Serbian. Students may enrol in other languages, with the option of travelling to a SSCL centre in Sydney on Saturdays or connecting online via the Smiths Hill HS centre.

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

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 2023 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 web page from the NESA website. The breadcrumb trail at the top reads: [NESA home](#) > [Year 11 - Year 12](#) > [HSC](#) > [Subject selection](#). On the left is a navigation menu under the heading 'HSC' with the following items: 'About', 'Subject selection' (which is highlighted with a pink bar), 'Key dates and exam timetables', 'Exam advice and resources', 'Rules and processes', and 'HSC: All My Own Work'. The main content area is titled 'ADVICE FOR STUDENTS CHOOSING HSC COURSES' in large purple letters. Below the title, there is a paragraph: '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.' followed by another paragraph: '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.' On the right side of the page, there is a light blue box containing three icons and text: a download icon with 'Download this page', a print icon with 'Print this page', and a share icon with '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.																					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	Nil																
PRE-REQUISITE	Nil	EXCLUSIONS	Nil																		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION																			
<table><tr><td rowspan="5">Year 11 Course (120 hours)</td><td>Ancient History</td><td rowspan="5">Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.</td></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>Each case study should be a minimum of 10 indicative hours.</td></tr><tr><td colspan="2">Features of Ancient Societies</td></tr></table>		Year 11 Course (120 hours)	Ancient History	Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.	Investigating Ancient History	The Nature of Ancient History	Case Studies	Each case study should be a minimum of 10 indicative hours.	Features of Ancient Societies		<table><tr><td rowspan="5">Year 12 Course (120 hours)</td><td>Ancient History</td><td rowspan="5">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.</td></tr><tr><td>Core Study: Cities of Vesuvius – Pompeii and Herculaneum</td></tr><tr><td>Ancient Societies</td></tr><tr><td>Personalities in their Times</td></tr><tr><td>Historical Periods</td></tr></table>				Year 12 Course (120 hours)	Ancient History	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.	Core Study: Cities of Vesuvius – Pompeii and Herculaneum	Ancient Societies	Personalities in their Times	Historical Periods
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	Historical Periods																				
ADDITIONAL INFORMATION	Nil																				
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017																				

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.					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	\$15
PRE-REQUISITE	Nil	EXCLUSIONS	Nil		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
<div>Working Scientifically<ul style="list-style-type: none">Questioning and PredictingPlanning InvestigationsConducting InvestigationsProcessing Data and InformationAnalysing Data and InformationProblem SolvingCommunicating</div>		<div></div>			
<div>Year 11<ul style="list-style-type: none">Module 1 – Cells as the Basis of LifeModule 2 – Organisation of Living ThingsModule 3 – Biological DiversityModule 4 – Ecosystem Dynamics</div> <div>Year 12<ul style="list-style-type: none">Module 5 – HeredityModule 6 – Genetic ChangeModule 7 – Infectious DiseaseModule 8 – Non-infectious Disease and Disorders</div>					
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	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017				

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.																
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	Nil											
PRE-REQUISITE	Nil	EXCLUSIONS	Nil													
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION														
<table><tr><td rowspan="4">Year 11 Course</td><td>Topics covered</td></tr><tr><td>Nature of Business</td></tr><tr><td>Business Management</td></tr><tr><td>Business Planning</td></tr></table>		Year 11 Course	Topics covered	Nature of Business	Business Management	Business Planning	<table><tr><td rowspan="5">Year 12 Course</td><td>Topics covered</td></tr><tr><td>Operations</td></tr><tr><td>Marketing</td></tr><tr><td>Finance</td></tr><tr><td>Human Resources</td></tr></table>				Year 12 Course	Topics covered	Operations	Marketing	Finance	Human Resources
Year 11 Course	Topics covered															
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Year 12 Course	Topics covered															
	Operations															
	Marketing															
	Finance															
	Human Resources															
ADDITIONAL INFORMATION	Nil															
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies															

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.

UNITS	2 units	CATEGORY	Category A	COURSE FEE	\$20
PRE-REQUISITE	Nil	EXCLUSIONS	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 – 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



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

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

Design and Technology

DESIGN AND TECHNOLOGY					
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.					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	Year 11 \$50 Year 12 \$50
PRE-REQUISITE	Nil	EXCLUSIONS	Nil		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
<p>Preliminary Course</p> <p>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>HSC Course</p> <p>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 case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. 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>			
ADDITIONAL INFORMATION	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.				
SYLLABUS LINK – NESA	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/design-and-technology-syllabus				

Drama

DRAMA					
Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	Nil	EXCLUSIONS	Nil		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. <ul style="list-style-type: none">Improvisation, Playbuilding, ActingElements of Production in PerformanceTheatrical Traditions and Performance Styles		Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The Group Performance of between three and six students involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. <ul style="list-style-type: none">Australia Drama and Theatre (Core content)Studies in Drama and TheatreGroup Performance (Core content)Individual Project			
ADDITIONAL INFORMATION	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.				
SYLLABUS LINK – NESA	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus				

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.

UNITS	2 Units	CATEGORY	Category A	COURSE FEE	\$15
PRE-REQUISITE	Nil	EXCLUSIONS	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 – Earth's Resources
Module 2 – Plate Tectonics
Module 3 – Energy Transformations
Module 4 – Human Impacts

Year 12

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



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

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/earth-and-environmental-science-2017>

Economics

ECONOMICS					
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.					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	Nil	EXCLUSIONS	Nil		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
<p>Topics covered:</p> <ul style="list-style-type: none">• Introduction to Economics• Consumers and Business• Markets• Labour Markets• Financial Markets• Government in the Economy		<p>Topics covered:</p> <ul style="list-style-type: none">• The Global Economy• Australia’s Place in the Global Economy• Economic Issues• Economic Policies and Managements			
ADDITIONAL INFORMATION	Nil				
SYLLABUS LINK – NESA	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics				

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.					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	Nil	EXCLUSIONS	Nil		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
Students undertake the study and complete four compulsory modules: <ul style="list-style-type: none">• Engineering Fundamentals• Engineered Products• Braking Systems• Biomedical Engineering Students complete an Engineering Report from <u>two</u> of the modules		Students undertake the study and completion of four compulsory modules: <ul style="list-style-type: none">• CivilStructures• Personal and Public Transport• Aeronautical Engineering• Telecommunications Students complete an Engineering Report from <u>two</u> of the modules			
ADDITIONAL INFORMATION					
SYLLABUS LINK – NESA	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/engineering-studies-syllabus				

English Standard

ENGLISH STANDARD					
English Standard 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.					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	Nil	EXCLUSIONS	Nil		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
<ul style="list-style-type: none">• Common Module - Reading to Write: Transition to Senior English 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• Module A: Contemporary Possibilities• Module B: Close Study of Literature <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">• Common module - Texts and Human Experiences• Module A: Language, Identity and Culture• Module B: Close Study of Literature• Module C: The Craft of Writing <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">• prose fiction• poetry OR drama• film OR media OR nonfiction <p>Students must study ONE related text in the Common module: Texts and Human Experiences.</p>			
ADDITIONAL INFORMATION	Nil				
SYLLABUS LINK – NESA	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017				

English Advanced

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

English Extension

ENGLISH EXTENSION					
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. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.					
UNITS	1 Unit	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	<ul style="list-style-type: none">English Advanced CoursePreliminary English Extension Course is prerequisite for HSC Extension Course 1Preliminary Extension 1 Course is a prerequisite for English Extension Course 2	EXCLUSIONS	As per pre-requisites		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
<p>Preliminary Extension Course: The course has one mandatory module: 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>HSC Extension 1 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>HSC Extension 2 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>			
ADDITIONAL INFORMATION	Nil				
SYLLABUS LINK – NESA	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017				

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.					
UNITS	2	CATEGORY	B	COURSE FEE	Nil
PRE-REQUISITE	Nil	EXCLUSIONS	Nil		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
ADDITIONAL INFORMATION	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.				
SYLLABUS LINK – NESA	https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/virtual-vet-courses				

Food Technology

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

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.													
UNITS	2 Units Optional 1 Unit Extension course for HSC year	CATEGORY	Category A	COURSE FEE	Nil								
PRE-REQUISITE	Stage 5 French equivalent knowledge is assumed	EXCLUSIONS	French Beginners										
Themes covered throughout Preliminary and HSC courses:													
<table><tr><th>Prescribed Themes</th><th>Mandatory Topics</th></tr><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></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												
ADDITIONAL INFORMATION	Language HSC speaking examinations are held on Saturdays in August and September												
SYLLABUS LINK – NESA	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/french-continuers-syllabus												

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.					
UNITS	1 Unit	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	French Continuers HSC	EXCLUSIONS	Nil		
<p>Main Topics Covered:</p> <p>Prescribed issues:</p> <ul style="list-style-type: none">• Acceptance• Resilience• Identity <p><i>Students' knowledge and understanding of the issues are developed through tasks such as:</i></p> <ul style="list-style-type: none">• Discussing issues in prescribed and related texts• Presenting points of views on issues• Analysing aural and written texts					
ADDITIONAL INFORMATION	Prescribed text: "Intouchables" Language HSC speaking examinations are held on Saturdays in September				
SYLLABUS LINK – NESA	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/extension/french-extension-syllabus				

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">• 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.					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	Nil	EXCLUSIONS	Nil		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
<p>The Preliminary course studies the processes that form and transform the features of the physical environment using fieldwork and research of geographical issues. The second section of the course examines the global and local forces impacting on the geography of population. Two studies will be selected from Cultural Integration, Political Geography, Development Geography and Natural Resources Use.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Biophysical Interactions• Global Challenges• Senior Geography Project		<p>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.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Ecosystems at Risk• Urban Places• People and Economic Activity			
ADDITIONAL INFORMATION	Students complete a senior geography project (SGP) in the Preliminary course and must undertake fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.				
SYLLABUS LINK – NESA	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/geography				

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.													
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	Nil								
PRE-REQUISITE	Stage 5 German or equivalent knowledge is assumed	EXCLUSIONS	German Beginners										
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION											
Themes covered in the Preliminary and HSC courses:													
<table><tr><th>Prescribed Themes</th><th>Topics</th></tr><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></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												
ADDITIONAL INFORMATION	Language HSC speaking examinations are held on Saturdays in August												
SYLLABUS LINK – NESA	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/german-continuers-syllabus												

German Extension

GERMAN EXTENSION – HSC ONLY					
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.					
UNITS	1 Unit	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	German Continuers HSC	EXCLUSIONS	Nil		
<p>Prescribed Issues:</p> <ul style="list-style-type: none">• Youth issues• Relationships• Identity <p>Students' knowledge and understanding of the issues are developed through tasks such as:</p> <ul style="list-style-type: none">• Discussing issues in prescribed and related texts• Presenting points of views on issues• Analysing spoken and written texts					
ADDITIONAL INFORMATION	Prescribed text: "Tschick" Language HSC speaking examinations are held on Saturdays in September				
SYLLABUS LINK – NESA	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/extension/german-extension-syllabus				

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.

UNITS	1 Unit	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	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.	EXCLUSIONS			

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.

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

Information Processes and Technology

INFORMATION PROCESSES AND TECHNOLOGY

The Information Processes and Technology Stage 6 course, teaches students about information-based systems. It covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying, as well as the technologies that support them. With this background, students will be well placed to adapt to new technologies as they emerge.

Through project work, students will create their own information systems to meet an identified need. This project work is to occupy 40% of course time.

On successful completion of this course, students will be able to:

- select the most appropriate technology for a given situation
- design and implement an information-based system using a creative and methodical approach.

UNITS	2 Units	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	Nil	EXCLUSIONS	Nil		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
The Preliminary course is organised around three topics that relate to Introduction to Information Skills and Systems, Tools for Information Processes, and Developing Information Systems, where students are involved in both individual and team projects. All topics and their related projects are based on the information processes and skills of collecting, organising, analysing, storing and retrieving, processing, transmitting/receiving and displaying.		The HSC course is organised around three core topics: Project Work, Information Systems and Databases, and Communication Systems, together with four optional strands. It is assumed students undertaking this course will have satisfied the required outcomes of the Preliminary course. The HSC course involves a core (60% total) and option topics (40% total).			
ADDITIONAL INFORMATION	A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.				
SYLLABUS LINK – NESA	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/information-processes-technology-syllabus				

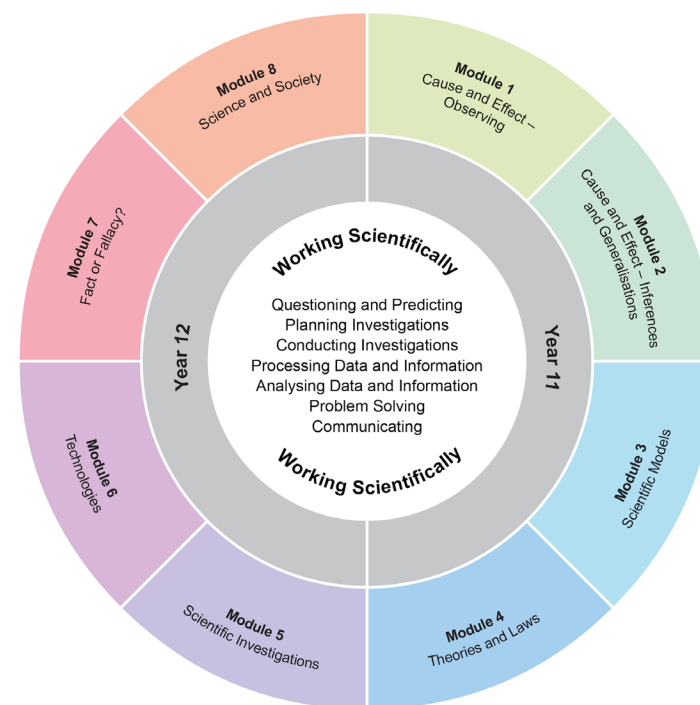
Investigating Science

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.

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

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



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	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/investigating-science-2017

Japanese Continuers

JAPANESE CONTINUERS					
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.					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	NIL
PRE-REQUISITE	Nil	EXCLUSIONS	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>Themes:</p> <ul style="list-style-type: none">• the individual• the Japanese-speaking communities• the changing world. <p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none">• conversation• responding to an aural stimulus• responding to a variety of written material• writing for a variety of purposes• studying Japanese culture through texts.					
ADDITIONAL INFORMATION	Language HSC speaking examinations are held on a designated Saturday in August or September				
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/japanese-continuers-syllabus				

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.					
UNITS	1 Unit	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	Japanese Continuers HSC	EXCLUSIONS	Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Language Courses Eligibility Criteria.		
<p>Prescribed Issues:</p> <ul style="list-style-type: none">• Journeys• Impact of the past• Connectedness <p>Students' knowledge and understanding of the issues are developed through tasks such as:</p> <ul style="list-style-type: none">• discussing issues in prescribed and related texts• presenting points of views on issues• analysing aural and written texts					
ADDITIONAL INFORMATION	Prescribed text: “Your Name” Language HSC speaking examinations are held on Saturdays in August and September				
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/extension/japanese-extension-syllabus				

Legal Studies

LEGAL STUDIES					
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.					
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.					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	Nil	EXCLUSIONS	Nil		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
<ul style="list-style-type: none">• The Legal System• The Individual and the Law• The Law in Practice		<ul style="list-style-type: none">• Crime• Human Rights• TWO OPTIONS <p><i>Two Focus Studies are chosen from:</i></p> <ul style="list-style-type: none">• Consumers• Family• Global environmental protection• Indigenous people• Shelter• Workplace• World order.			
ADDITIONAL INFORMATION	Nil				
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies				

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.					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	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.	EXCLUSIONS	Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
<ul style="list-style-type: none">Financial Mathematics-Money Matters Statistical Analysis-Relative Frequency and ProbabilityData Analysis Measurement-Applications of measurementWorking with Time Algebra-Formulae and EquationsLinear Relationships		<ul style="list-style-type: none">Financial Mathematics-Investments and Loans; AnnuitiesStatistical Analysis-Bivariate Data Analysis; The Normal Distribution Measurement-Non Right-Angled Triangles; Rates and Ratios Networks-Network Concepts; Critical Path AnalysisAlgebra-Types of Relationships			
ADDITIONAL INFORMATION	Nil				
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017				

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.					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	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.	EXCLUSIONS	Cannot be studied concurrently with Standards Mathematics.		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
<ul style="list-style-type: none">• Working with Functions<ul style="list-style-type: none">▪ Trigonometry and Measure of Angles▪ Trigonometric Functions and Identities▪ Introduction to Differentiation▪ Logarithms and Exponentials▪ Probability and Discrete Probability Distributions		<ul style="list-style-type: none">• Graphing Techniques<ul style="list-style-type: none">▪ Trigonometric Functions and Graphs▪ Differential Calculus▪ Applications of Differentiation▪ Integral Calculus▪ Modelling Financial Situations▪ Descriptive Statistics and Bivariate Data Analysis▪ Random Variables			
ADDITIONAL INFORMATION	Nil				
SYLLABUS LINK – NESA	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-syllabus				

Mathematics Extension 1

MATHEMATICS EXTENSION 1					
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.					
UNITS	1 Units for each of Preliminary and HSC Board Developed Course. Studied in conjunction with Mathematics Advanced	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	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.	EXCLUSIONS	Cannot be studied concurrently with Standards Mathematics.		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
<i>Topics covered:</i> <ul style="list-style-type: none">• Further Work with Functions• Polynomials• Inverse Trigonometric Functions• Further Trigonometric Functions• Rates of Change• Working with Combinatorics		<i>Topics covered:</i> <ul style="list-style-type: none">• Proof by Mathematical Induction• Introduction to Vectors• Trigonometric Equations• Further Calculus Skills• Applications of Calculus• The Binomial Distribution			
ADDITIONAL INFORMATION	Nil				
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017				

Mathematics Extension 2 – HSC Only

MATHEMATICS EXTENSION 2 – HSC ONLY					
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.					
UNITS	1 Units for HSC Board Developed Course. Studied in conjunction with Mathematics Advanced and Mathematics Extension 1	CATEGORY	Category A	COURSE FEE	NIL
PRE-REQUISITE	This course is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject.	EXCLUSIONS	Nil		
HSC COURSE DESCRIPTION					
Topics covered: <ul style="list-style-type: none">• The Nature of Proof• Further Proof by Mathematical Induction• Further Work with Vectors• Introduction to Complex Numbers• Using Complex Numbers• Further Integration• Applications of Calculus to Mechanics					
ADDITIONAL INFORMATION	Nil				
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-2017				

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>					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	Nil	EXCLUSIONS	Nil		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
<ul style="list-style-type: none">Investigating Modern HistoryHistorical InvestigationThe Shaping of the Modern World		<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">Core Study: Power and Authority in the Modern World 1919-1946ONE 'National Studies' topicONE 'Peace and Conflict' topicONE 'Change in the Modern World' topic. <p>Students are required to study at least ONE non-European/Western topic.</p>			
ADDITIONAL INFORMATION	Nil				
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017				

Music 1

MUSIC 1					
<p>Music 1 builds on the Years 7-10 Mandatory course. It caters for students who have diverse musical backgrounds and musical interests, including those with an interest in popular music. It therefore attracts students with a formal musical background as well as those with only 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>					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	Music mandatory course (or equivalent)	EXCLUSIONS	Music 2		
<p>Topics covered in Preliminary and HSC courses:</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. For Further detail can be obtained from the syllabus document.</p>					
ADDITIONAL INFORMATION	<p>In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.</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>				
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus				

Music 2

MUSIC 2					
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, have developed music literacy skills and have some knowledge and understanding of musical styles.					
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.					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	Music Additional Study course (or equivalent)	EXCLUSIONS	Music 1		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
In the preliminary course students study the Mandatory Topic, Music from 1600-1900 covering a range of content and one Additional Topic.		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.			
ADDITIONAL INFORMATION	In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.				
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-2-syllabus				

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.					
UNITS	1 Unit	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	Music 2 (studied concurrently with HSC course of Music 2)	EXCLUSIONS	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 some prior knowledge of music.					
ADDITIONAL INFORMATION	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.				
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-extension-syllabus				

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.					
UNITS	2 Unit	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	Nil	EXCLUSIONS	Nil		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
<div><div><div><div>Preliminary Course</div><div><div>Core Strands (60% total)</div><div><ul style="list-style-type: none">Better Health for Individuals (30%)The Body in Motion (30%)</div></div><div><div>Options (40% total)</div><div>Select two of the following options:<ul style="list-style-type: none">First Aid (20%)Composition and Performance (20%)Fitness Choices (20%)Outdoor Recreation (20%)</div></div></div></div><div><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></div></div>		<div><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></div> <div><div><div>HSC Course</div><div><div>Core Strands (60% total)</div><div><ul style="list-style-type: none">Health Priorities in Australia (30%)Factors Affecting Performance (30%)</div><div><div>Options (40% total)</div><div>Select two of the following options:<ul style="list-style-type: none">The Health of Young People (20%)Sport and Physical Activity in Australian Society (20%)Sports Medicine (20%)Improving Performance (20%)Equity and Health (20%)</div></div></div></div></div>			
ADDITIONAL INFORMATION		Students are not assessed at any point on their sporting ability or fitness levels.			
SYLLABUS LINK – NESA		http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus			

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.

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

PRELIMINARY COURSE DESCRIPTION

HSC COURSE DESCRIPTION

Working Scientifically

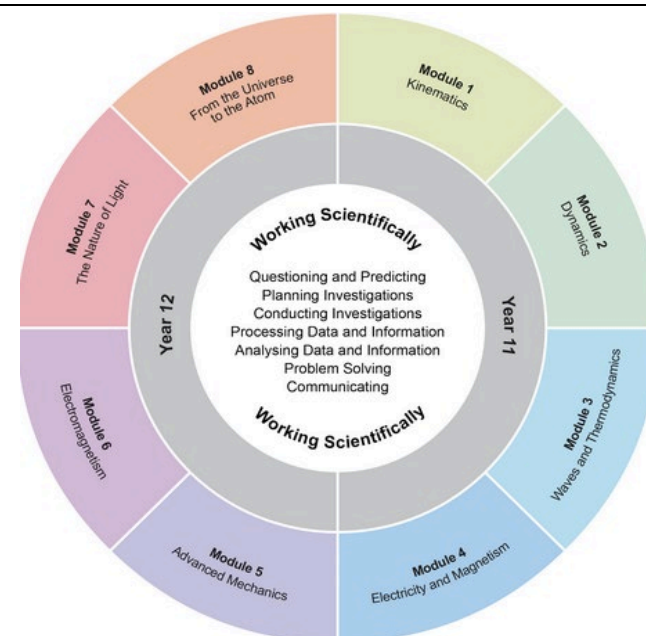
- Questioning and Predicting
- Planning Investigations
- Conducting Investigations
- Processing Data and Information
- Analysing Data and Information
- Problem Solving
- Communicating

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.

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

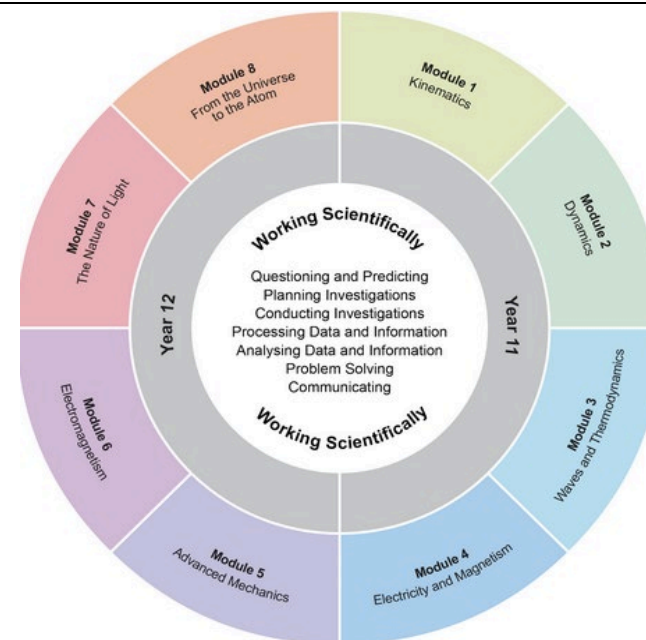
HSC COURSE DESCRIPTION

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">• Themselves• Their own society and culture• The societies and cultures of others. <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>					
UNITS	2 Unit	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	Nil	EXCLUSIONS	Nil		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
<ul style="list-style-type: none">• The Social and Cultural World• Personal and Social Identity• Intercultural Communication		<p>Core</p> <ul style="list-style-type: none">• Social and Cultural Continuity and Change• The Personal Interest Project• Depth Studies <p>Two to be chosen from:</p> <ul style="list-style-type: none">• Popular Culture• Belief Systems and ideologies• Social Inclusion and Exclusion• Social Conformity and Nonconformity			
ADDITIONAL INFORMATION	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.				
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture				

Software Design and Development

SOFTWARE DESIGN AND DEVELOPMENT					
The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.					
The HSC course builds on the Preliminary course and asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems.					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	\$30
PRE-REQUISITE	Nil	EXCLUSIONS	Nil		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
Concepts and Issues in the Design and Development of Software <ul style="list-style-type: none">• Social and ethical issues• Hardware and software• Software development approaches Introduction to Software Development <ul style="list-style-type: none">• Defining the problem and planning software solutions• Building software solutions• Checking software solutions• Modifying software solutions Developing Software Solutions <ul style="list-style-type: none">• Evolution of programming language		Development and Impact of Software Solutions <ul style="list-style-type: none">• Social and ethical issues• Application of software development approaches Software Development Cycle <ul style="list-style-type: none">• Defining and understanding the problem• Planning and design of software solutions• Implementation of software solutions• Testing and evaluation of software solutions• Maintenance of software solutions Developing a Solution Package Options <ul style="list-style-type: none">01 Programming Paradigms02 The interrelationship between software and hardware			
ADDITIONAL INFORMATION	Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course. There are software specifications and methods of algorithm description prescribed. The course fee allows student subscription to an online learning platform that supports and extends student knowledge across a range of programming languages.				
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/software-design-development				

Sport, Lifestyle and Recreation

SPORT, LIFESTYLE AND RECREATION

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. Students develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle. The 1 Unit Year 11 SLR course involves 60 hours of study and/or practical application. Each module involves approximately 20 hours of study and/or practical application.

UNITS	1 Unit – 60 hours	CATEGORY	Content endorsed course	COURSE FEE	Varying access to sport and recreational facilities in the area. Fees will be incurred throughout the 3 terms.
PRE-REQUISITE	Nil	EXCLUSIONS	Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.		

PRELIMINARY COURSE DESCRIPTION

Students will study three 20-hour modules:

Games and Sports Applications One	Students will develop knowledge, understanding and skills that promote confidence and success in a range of games and sports. Students will investigate elements of movement in selected activities and aspects of team dynamics as they develop competence and positive attitudes towards participation.
Resistance Training	Students will develop the knowledge and skills necessary to plan and implement safe and effective resistance training programs. Students will investigate the various forms and uses of muscle training and will design resistance programs incorporating overload techniques. It is expected that students will engage in significant practical application experiences as they study the theory and principles of strength training. As a result of studying this module students will be able to plan personal strength training sessions using safe and effective methods.
Individual Games and Sports Applications	Students will develop knowledge, understanding and skills that promote confidence and success in games and sports activities that are individually orientated*. Students will investigate elements of individual performance in a chosen activity and how practice and training can improve individual performance. While it is expected that students will explore a range of performance activities in examining module concepts, they will need opportunity to specialise in order to develop high levels of competence.

ADDITIONAL INFORMATION	Assessment will comprise of a breakdown of Knowledge and Understanding + Skills	
	Component	Weighting (%)
	Knowledge and Understanding	50%
	Skills	50%

SYLLABUS LINK – NESA	https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/sport-lifestyle-recreation-studies
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Studies of Religion

STUDIES OF RELIGION 1					
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.					
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.					
UNITS	1 Unit	CATEGORY	Category A	COURSE FEE	Nil
PRE-REQUISITE	Nil	EXCLUSIONS	Studies of Religion II		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
<ul style="list-style-type: none">The nature of religion and beliefs including Australian beliefs and spiritualities, as a distinctive response to the human search for the meaning of life. <p>Two religious tradition studies: Buddhism, and Hinduism, 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">Religion and belief systems in Australia post - 1945 <p>Two religious depth studies:</p> <p>Buddhism and Hinduism: Students learn about significant people and ideas, ethics and significant practices in the life of adherents.</p>			
ADDITIONAL INFORMATION	Nil				
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-1				

Textiles and Design

TEXTILES AND DESIGN					
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.					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	\$50 per year, plus materials
PRE-REQUISITE	Nil	EXCLUSIONS	Nil		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
<ul style="list-style-type: none">• Design• Properties and Performance of Textiles• The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI)• Undertake TWO preliminary textiles projects		<ul style="list-style-type: none">• Design• Properties and Performance of Textiles• The Australian Textiles, Clothing, Footwear and Allied Industries• Complete a Major Textiles Project and supporting documentation			
ADDITIONAL INFORMATION	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. Completion of Major Project and the supporting documentation.				
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/textiles-and-design-syllabus				

Visual Arts

VISUAL ARTS					
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.					
UNITS	2 Units	CATEGORY	Category A	COURSE FEE	\$50 per year plus materials
PRE-REQUISITE	Nil	EXCLUSIONS	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.		
PRELIMINARY COURSE DESCRIPTION		HSC COURSE DESCRIPTION			
<ul style="list-style-type: none">• The nature of practice in art making, art criticism and art history through different investigations• The role and function of artists, artworks, the world and audiences in the art world• The different ways the visual arts may be interpreted and how students might develop their own informed points of view• How students may develop meaning and focus and interest in their work• Building understandings over time through various investigations and working in different forms.		<ul style="list-style-type: none">• How students may develop their own practice of art making, art criticism, and art history• How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations• How students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations• How students may further develop meaning and focus in their work.			
ADDITIONAL INFORMATION	<p>Preliminary Course</p> <ul style="list-style-type: none">• Artworks in at least two expressive forms and use of a process diary• A broad investigation of ideas in art criticism and art history <p>HSC Course</p> <ul style="list-style-type: none">• Development of a Body of Work (BOW) and use of a Visual Arts Process Diary (VAPD)• A minimum of five Case Studies (4-10 hours each).• Deeper and more complex investigations of ideas in art criticism and art history.				
SYLLABUS LINK – NESA	https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus				