



**BONNYRIGG HIGH SCHOOL**  
selective and local enrolments  
*I shall strive for the best*

**2023-  
2024**

BONNYRIGG  
HIGH SCHOOL  
1961

# HIGHER SCHOOL CERTIFICATE

## Course Information



**Year 11 2023**  
**Year 12 2024**

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Dear Student and Parent,

The decision to continue to the senior years at school is obviously a very important one. Students are now required by law to stay in education until 17 years of age. This means most students will be staying at school after year 10. The only exception is those gaining a genuine apprenticeship, they will be allowed to leave before age 17. Please note: if the apprenticeship no longer exists the student must return to school, even if this is halfway through a school year.

However, in the modern world of the knowledge explosion, of rapid change, and of constant technological development, our society expects higher levels of education, a greater maturity and a diverse range of skills and abilities from school leavers and job seekers. Continuing their studies to the Higher School Certificate enables young people to maintain a great deal of flexibility in choosing their future careers and life paths. The Senior School Curriculum at Bonnyrigg High offers a wide variety of subjects and courses, from which each student may select to suit his/her individual needs. If necessary, there is even the opportunity to do the HSC part time at school or combine the HSC with a traineeship in the workplace.

The recent reforms by the NSW Government have resulted in a complete restructuring of the Higher School Certificate. In selecting subjects and courses in a pattern of study which suits their own needs, interests, and abilities, it is important that students make a fully informed choice. The correct choice of subjects is vital in achieving personal success and satisfaction and in being able to pursue an appropriate career.

This booklet contains information essential for making sensible choices about the subjects you might take in the Senior School. When making choices for courses of study, you should consider: - Your abilities and interests - Your career intentions - Tertiary entrance requirements (ATAR) and further education needs.

Read the booklet in detail. Talk with the teachers, the Year Advisors, the Careers Advisors, and the Head Teachers. Carefully consider your long-term future.

M N BRYCE

PRINCIPAL

## HSC MINIMUM STANDARD

### What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website.

Students who do not meet the HSC minimum standard can still

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

There are no prerequisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6. Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard. Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

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

Further Information NSW Education Standards Authority (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

## **CHOOSING THE RIGHT COURSE IS IMPORTANT**

The courses you do at school can often determine the type of career you have. Doing courses that you like and that interest you will make success more likely. If you really don't like a course, you probably won't do as well.

### **How to Decide....**

Recognise this as an important decision and take time to consider all your options. Ask yourself the following questions:

- What courses interest me?
- What courses am I good at?
- What courses do I need for further study?

Use these rules when choosing courses:

- ABILITY - choose courses you are good at.
- INTEREST - choose courses you enjoy.
- MOTIVATION - choose courses you really want to learn.

### **How NOT to Decide....**

Do not choose a course because:

- Your friends are taking it. Your friends may have different abilities, interests and motivations to you.
- Your favourite teacher is teaching it. Teachers can change classes or even schools.
- You want to go on a particular excursion. You could endure months of misery for the sake of that excursion.
- You have heard that it is an easy course. If someone tells you a course is easy, the chances are that they are not working to capacity in that course and will probably do poorly.
- Boys/girls don't do that course. There are no separate courses for boys and girls. If you are good at/or interested in a course, then do it.
- You need to do it even though you hate it. If you need to do a course to get into a particular course at university, there will be a lot of that course within the university course. Why spend a lot of years studying something you don't enjoy to try for a job you might not get and would probably hate anyway?

### **Who can I talk to?**

Parents/Caregivers, Careers Adviser, Year Adviser, Teaching Staff, brothers, sisters, cousins, older friends

### **What happens once I submit my form?**

- Subject selection will be completed online.
- Timetabling lines will be constructed to enable successful course choice for the majority.
- Due to timetabling restraints and below minimum class numbers to run a course some students will be asked to re-choose.

## WHAT TYPES OF COURSES CAN I SELECT?

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

### Board Developed Courses

These courses are developed by the Board of Studies. There is a syllabus for each course which contains:

- The course objectives, structure, content, and outcomes
- Specific course requirements
- Assessment requirements

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

### Board Endorsed Courses

There are two types of courses endorsed by the board.

- Content Endorsed Courses (CEC) have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses. Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.
  - Board Endorsed Courses (BEC) - school designed. Schools may also design special courses to meet student needs. These courses must be approved by the Board of Studies.

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

### Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.



Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed “competent” or “not yet competent” by the teacher. Students who have successfully achieved

competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing any competencies achieved for the VET course undertaken.

Board Developed VET courses are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

### **A Special Program of Study - Life Skills Courses**

Life Skills courses have Board Developed status and are available for students following a Special Program of Study for the Higher School Certificate. Participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years. If you are interested please see the Deputy Principal. Life Skills courses have Board Developed status and are available for students following a Special Program of Study for the Higher School Certificate. Participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years. Students are able to access an HSC using a combination of Life Skills Courses with others from this booklet.

### **What are Units?**

1 unit = 60 hours per year = 4 or 5 periods per fortnight = 50 marks

2 units = 120 hours per year = 9 periods per fortnight = 100 marks

Extension Courses - Extension study is available in a number of courses. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit.

## **REQUIREMENTS FOR THE AWARD OF AN HSC**

If you wish to be awarded the HSC:

You must complete at least 12 units in the Preliminary study pattern (Year 11) and at least 10 units in your HSC study pattern (Year 12).

You must have satisfactorily completed courses that meet the pattern of study required by the Board of Studies for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

You must have sat for and made a serious attempt at the Higher School Certificate examinations.

Both study patterns must include:

- At least six units of Board Developed Courses
- At least 2 units of a Board Developed Course in English
- At least three courses of 2-unit value or greater
- At least four subjects
- At most, 6 units of courses in Science can contribute to Higher School Certificate eligibility
- The Board of Studies publication; “Studying for the New South Wales Higher School Certificate an Information Booklet for Year 10 Students”, contains all the HSC rules and requirements you will need to know.
- If you wish to receive an ATAR, you must study a minimum of 10 Board Developed units in the HSC course.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.
- Please Note: Students aiming to gain an ATAR for university entry will NOT be allowed to undertake any TAFE course or BEC 2-unit courses. Non-ATAR students will be allowed a maximum of one TAFE course in Year 11. These students are still required to complete all work for their school-based subjects. Going to TAFE is NOT an excuse for non-completion of school based subject requirements.

### **Examples of suitable patterns of study?**

#### **HSC Only**

- Minimum 6 Board Developed units with 2 units of English
- At least 4 different subjects
- At least 3 subjects of 2-unit value
- At least 12 units in the Preliminary year and at least 10 units in the HSC year(s)

#### **HSC + ATAR**

- Minimum of 10 Board Developed units with 2 units of English
- At least 4 different subjects
- At least 3 subjects of 2-unit value
- No more than 2 units of Category B courses can count toward the ATAR

## **HSC + ATAR + VET**

- Minimum of 10 Board Developed units with 2 units of English
- At least 4 different subjects
- At least 3 subjects of 2-unit value
- Choose 1 or 2 VET units but remember that no more than 2 units of Category B courses can count toward the ATAR

## **HSC + VET or HSC + Part-time Traineeship**

- Minimum 6 Board Developed units with 2 units of English
- At least 4 different subjects AND at least 3 subjects of 2-unit value
- One or more VET courses up to 4 units value ----- a Total of 12 units

## **Senior Subject Fees**

These fees are essential to cover the additional costs associated with senior coursework. The fees are payable by the end of Term 1, or your child will not be able to continue practical work in the course. Fees are also payable for Year 12 courses. Senior Book Levy \$50 which is refundable.

## **ASSESSMENT AND REPORTING**

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers are provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabi, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year's School Certificate for the tests in English-literacy, Mathematics, Science, Australian History, Geography and Citizenship.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC, you will receive a portfolio containing:
- The HSC Testamur (The official certificate confirming your achievement of all requirements for the award)
- The Record of Achievement (This document lists the courses you have studied and reports the marks and bands you have achieved).

- Course Reports

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

## **The Australian Tertiary Admission Rank (ATAR)**

### **What is the ATAR?**

The ATAR is a numerical measure of a student's overall academic achievement in the HSC in relation to other students. This measure allows the overall achievement of students who have completed different combinations of HSC courses to be compared. The ATAR is calculated solely for use by tertiary institutions, either on its own or in conjunction with other criteria, to rank and select school leavers for admission.

The ATAR is reported as a number between 0 and 99.95 with increments of 0.05. The ATAR is not a mark. Specifically, a student's ATAR indicates the position of that student relative to other students.

### **To be eligible for an ATAR?**

A student must complete at least ten units of Board Developed Courses including at least two units of English. The Board Developed Courses must include at least three courses of two units or greater, and at least four subjects.

### **What courses can be included in the ATAR?**

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:

- The best two units of English, and
- The best eight units from the remaining units of Board Developed Courses, subject to the provision that no more than two units of Category B courses can be included.

### **Which courses are Category B courses?**

With the introduction of the New HSC, at present there are very few Category B courses. They are:

- The Board Developed courses delivered by TAFE of Accounting and Electronics Technology
- The 240-hour Industry Curriculum Framework Courses of Business Services – Office Administration, Construction, Information Technology Support, Metal and Engineering, Primary Industries, Retail Operations, Hospitality Operations, Tourism and Entertainment.

### **Who gets an ATAR?**

HSC students who indicate on their HSC Entry Form that they wish to be notified of their ATAR will receive an ATAR Advice Notice from the Universities Admission Centre (UAC) at about the same time they receive their Higher School Certificate (HSC) results from the Board of Studies. However, not all ATAR Advice Notices will show an ATAR. These include:

Students who achieve an ATAR between 0.00 and 30.00

- They will have their ATAR reported as "30 or below"

Students who do not meet the ATAR restrictions above:

- The statement "Not eligible for an ATAR" will appear on the ATAR Advice Notice.

## **Other Important Aspects of the ATAR**

The ATAR is calculated by the Technical Committee on Scaling on behalf of the NSW Vice Chancellors' Committee universities in NSW and the ACT.

Whereas the HSC serves many purposes, the ATAR serves only one – to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose.

Ranking of students depends solely on performance in HSC courses in Year 12. This includes both the school Assessment Program and the HSC Examinations components of each course.

## COURSES

### Category A - 2 Unit Courses

Ancient History	Industrial Technology: Timber and Furniture Products
Biology	Information Processes and Technology
Business Studies	Investigating Science
Chemistry	Japanese Beginners
Chinese Beginners	Korean Beginners
Chinese Continuers	Legal Studies
Chinese & Literature	Mathematics Advanced
Chinese in Context	Mathematics Standard- <b>ATAR</b>
Community and Family Studies	Mathematics standard (Maths in Trade/ Numeracy) <b>HSC only</b>
Dance	Modern History
Design and Technology	Music 1 (2 unit)
Drama	Personal Development, Health and Physical Education
Economics	Physics
Engineering Studies	Society and Culture
English Advanced	Software Design and Development
English Standard	Studies of Religion 1 unit
English EAL/D	Studies of Religion 2 units
English Studies	Textiles and Design
Food Technology	Vietnamese Continuers
Geography	Visual Arts
Industrial Technology: Multimedia	

## Category B - 2 Unit Courses

### Vocational Education and Training Courses

Business Services	Hospitality- Kitchen Operations
Construction	Retail Services
Hospitality- Food & Beverage	IT(VET)

### Category C - Content Endorsed Courses - 2 Unit

Exploring Childhood Education	Sport Coaching (VET)
Photography, Video and Digital Imaging	Work Studies
Sport, Lifestyle and Recreation Studies	

### Category C - Content Endorsed Courses - 1 Unit

Photography, Video and Digital Imaging	Sport, Lifestyle and Recreation Studies
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### Category A - Extension Courses - 1 Unit

Preliminary & HSC English Extension 1	Mathematics Extension 1
HSC English Extension 2	Mathematics Extension 2
HSC History Extension	HSC Chinese Extension



## Category A: 2 Unit Courses

<b>Subject: Ancient History</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> History
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b>  <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality, and historical period.</p>	
<b>Preliminary Topics</b>	<b>HSC Topics</b>
<p><b>Part I:</b> Investigating Ancient History</p> <ul style="list-style-type: none"> <li>• The nature of Ancient History- Investigation of ancient sites and sources</li> <li>• Case Studies (at least ONE)- Masada and Tutankhamun's Tomb</li> </ul> <p><b>Part II:</b> Features of Ancient Societies</p> <ul style="list-style-type: none"> <li>• Death and Funerary Customs</li> <li>• Old Kingdom Egypt</li> </ul> <p><b>Part III:</b> Historical Investigation</p> <ul style="list-style-type: none"> <li>• Student Determined Project</li> </ul>	<p><b>Part I:</b> Core Study: Cities of Vesuvius – Pompeii and Herculaneum</p> <p><b>Part II:</b> ONE 'Ancient Societies' topic – Spartan society to the battle of Luctra</p> <p><b>Part III:</b> ONE 'Personalities in their Times' topic- Julius Ceasar</p> <p><b>Part IV:</b> ONE 'Historical Periods' topic- Fall of Roman Republic 78 to 31 BC</p>
<b>BHS Course Entry Recommendations</b> <p>Students should achieve at least a passing grade in stage 5 History to do this course. This course requires competent skills in English and writing. This subject is not appropriate for students studying English Studies or equivalent.</p>	

<b>Subject: Biology</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Science
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.</p> <p>The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p>	
<b>Preliminary</b>	<b>HSC</b>
Working Scientifically Skills <b>Module 1:</b> Cells as the basis of life <b>Module 2:</b> Organisation of Living Things <b>Module 3:</b> Biological Diversity <b>Module 4:</b> Ecosystem Dynamics	Working Scientifically Skills <b>Module 5:</b> Heredity <b>Module 6:</b> Genetic Change <b>Module 7:</b> Infectious Disease <b>Module 8:</b> Non-infectious Disease and Disorders
<b>Specific Course Requirements</b> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Fieldwork is also mandated in Year 11 and is an integral part of the learning process.</p>	
<b>BHS Course entry Recommendations:</b> <p>This course requires 5 hours of independent study a week outside of Homework and assessment tasks. Complementary subjects include any other Science subject, PDHPE and CAFS. This course should be studied in conjunction with Advanced and Extension 1 Mathematics. Other recommended courses include: Chemistry, Engineering and Economics.</p>	

<b>Subject: Business Studies</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Social Science
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>• Nature of business (20%) – the role and nature of business</li> <li>• Business management (40%) – the nature and responsibilities of management</li> <li>• Business planning (40%) – establishing and planning a small to medium enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• Operations (25%) – strategies for effective operations management</li> <li>• Marketing (25%) – development and implementation of successful marketing strategies</li> <li>• Finance (25%) – financial information in the planning and management of business</li> <li>• Human resources (25%) – human resource management and business performance</li> </ul>
<p><b>BHS Course Recommendations</b></p> <p>This course requires 5 hours a week of independent study outside of Homework and assessment tasks. Students must regularly read news sources familiarise themselves with contemporary business issues and case studies. Students must have studied Commerce in years 9 and 10 and achieved a C grade or above at the end of year 10.</p>	

<b>Subject: Chemistry</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Science
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.</p> <p>The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.</p>	
<b>Preliminary</b>	<b>HSC</b>
<p><b>Working Scientifically Skills</b></p> <p><b>Module 1:</b> Properties and Structure of Matter</p> <p><b>Module 2:</b> Introduction to Quantitative Chemistry</p> <p><b>Module 3:</b> Reactive Chemistry</p> <p><b>Module 4:</b> Drivers of Reactions</p>	<p><b>Working Scientifically Skills</b></p> <p><b>Module 5:</b> Equilibrium and Acid Reactions</p> <p><b>Module 6:</b> Acid/Base Reactions</p> <p><b>Module 7:</b> Organic Chemistry</p> <p><b>Module 8:</b> Applying Chemical Ideas</p>
<p><b>BHS Course Recommendations</b></p> <p>This course requires 5 hours of independent study a week outside of Homework and assessment tasks. This course should be studied with Advanced Mathematics and Extension 1 Mathematics. Other recommended courses include Physics, Engineering and Economics.</p> <p><b>Particular Course Requirements</b></p> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p><b>Students who select accelerated mathematics and chemistry will not be able to repeat HSC mathematics due to timetable restrictions.</b></p>	

<b>Subject: Chinese &amp; Literature</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> LOTE
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>In the Preliminary course, students will develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues.*</p> <p>In the HSC course, students will continue to develop their knowledge and understanding of Chinese through the study of prescribed texts, prescribed themes, and mandatory contemporary issues.*</p> <p>Students will study language and culture through the following prescribed themes and mandatory contemporary issues:</p>	
<b>Prescribed Themes</b>	<b>Mandatory Contemporary Issues</b>
<ul style="list-style-type: none"> <li>• The individual and the community</li> </ul>	<ul style="list-style-type: none"> <li>• The role of the individual in today's society</li> <li>• Changing gender roles in today's society</li> <li>• The role of family and marriage in contemporary society</li> </ul>
<ul style="list-style-type: none"> <li>• Youth culture</li> </ul>	<ul style="list-style-type: none"> <li>• Pressures on young people today</li> <li>• The place of education in young people's lives</li> <li>• The impact on young people of changes in traditional social values</li> </ul>
<ul style="list-style-type: none"> <li>• Chinese communities overseas</li> </ul>	<ul style="list-style-type: none"> <li>• Adapting to new cultures (education, leisure, lifestyle)</li> <li>• The maintenance of Chinese culture in non-Chinese cultural contexts</li> </ul>
<ul style="list-style-type: none"> <li>• Global issues</li> </ul>	<ul style="list-style-type: none"> <li>• Economic growth and its impact</li> <li>• Environmental issues</li> <li>• The impact of international influences on Chinese-speaking countries</li> </ul>
<p><b>Prerequisites:</b> A cultural and/or linguistic background in Chinese is assumed.</p> <p><b>Exclusions:</b> Chinese Beginners; Chinese Continuers; Chinese Extension; Chinese in Context. Eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages courses Eligibility Criteria.</p> <p><b>BHS Course Recommendations</b>  This course requires at least 30mins of independent study a day to work on vocabulary and language skills.</p> <p><b>Particular Course Requirements:</b> Nil</p> <ul style="list-style-type: none"> <li>• Spoken exchanges are to be conducted in Putonghua</li> </ul>	

<b>Subject: Chinese Beginners</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> LOTE
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Chinese. Topics studied through two interdependent perspectives, the <i>personal world</i> and the <i>Chinese-speaking communities</i>; provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of Chinese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts.</p>	
<p><b>Main Topics Covered</b></p> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations.</li> </ul>	
<p><b>Exclusions:</b> Chinese Continuers; Chinese Extension; Chinese In Context; Chinese and Literature</p> <p>Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to <a href="#">ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.</a></p> <p><b>BHS Course Entry Requirements:</b> This course requires at least 30mins of independent study a day to work on vocabulary and language skills. The assumed knowledge of the course is suitable for someone who has achieved a band 7 or above in NAPLAN -Literacy.</p> <p><b>Particular Course Requirements:</b> Nil</p>	

<b>Subject: Chinese Continuers</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> LOTE
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Chinese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts.</p>	
<b>Prescribed Themes</b>	<b>Mandatory Topics</b>
<ul style="list-style-type: none"> <li>• The individual</li> </ul>	<ul style="list-style-type: none"> <li>• Personal identity</li> <li>• Education and aspirations</li> <li>• Recreation and leisure</li> <li>• Travel experiences</li> </ul>
<ul style="list-style-type: none"> <li>• The Chinese-speaking communities</li> </ul>	<ul style="list-style-type: none"> <li>• History and culture</li> <li>• Lifestyles</li> </ul>
<ul style="list-style-type: none"> <li>• The changing world</li> </ul>	<ul style="list-style-type: none"> <li>• Youth issues</li> <li>• The world of work</li> <li>• Tourism and hospitality</li> </ul>
<p><b>Prerequisites:</b> School Certificate Chinese or equivalent knowledge is assumed.</p> <p><b>Exclusions:</b> Chinese Beginners; Chinese in Context; Chinese and Literature</p> <p><b>BHS Course Entry Requirements:</b> Entry to the course requires consultation with the classroom teacher. This course requires at least 30mins of independent study a day to work on vocabulary and language skills.</p> <p>Check with your teacher or refer to <a href="#">ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.</a></p>	

<b>Subject: Chinese in Context</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> LOTE
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>The Preliminary and HSC courses have as their organisational focus the study of Issues (listed below). The students' intercultural and linguistic skills, knowledge and understanding of Chinese will be developed through the study of a range of texts related to the Issues, viewed from one or more of the three Perspectives (Personal, Community and International) and drawn from the one or more of the three Contexts (Social and Community Settings, Contemporary Literature and the Arts, and Media). In the HSC course, students will explore in depth an area of interest related to one of the Issues through the Personal Investigation.</p>	
<b>Issues</b> <ul style="list-style-type: none"> <li>• Young people and their relationships Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.</li> <li>• Traditions and values in a contemporary society Students will consider how the traditions and values of Chinese-speaking communities are maintained in multicultural environments and in a changing society.</li> <li>• The changing nature of work Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</li> <li>• The individual as a global citizen Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society.</li> <li>• Chinese identity in the international context Students will consider the place of Chinese-speaking communities in the world, including migration experiences both locally and internationally.</li> </ul>	
<b>Prerequisites:</b> Prior learning and/or equivalent knowledge is assumed  <b>Exclusions:</b> Chinese Beginners; Chinese Continuers; Chinese Extension; Chinese and Literature. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages Courses Eligibility Criteria.  <b>BHS Course Entry Requirements:</b> This course requires at least 30mins of independent study a day to work on vocabulary and language skills.  <b>Particular Course Requirements:</b> Nil	



<b>Subject: Community &amp; Family Studies</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> PDHPE
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>• <b>Resource Management</b> Basic concepts of the resource management process (approximately 20% of course time).</li> <li>• <b>Individuals and Groups</b> The individual's roles, relationships and tasks within groups (approximately 40% of course time).</li> <li>• <b>Families and Communities</b> Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Research Methodology</b> Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> <li>• <b>Groups in Context</b> The characteristics and needs of specific community groups (approximately 25% of course time).</li> <li>• <b>Parenting and Caring</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul>
<b>HSC Option Modules</b> Select <b>one</b> of the following (approximately 25% of course time): <ul style="list-style-type: none"> <li>• <b>Family and Societal Interactions</b> Government and community structures that support and protect family members throughout their lifespan.</li> <li>• <b>Social Impact of Technology</b> The impact of evolving technologies on individuals and lifestyle.</li> <li>• <b>Individuals and Work</b> Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul>	
<b>Particular Course Requirements</b> Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.	
<b>Exclusions:</b> Nil	

<b>Subject: Dance</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> PDHPE
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.</p> <p>Components to be completed are:</p> <ul style="list-style-type: none"> <li>• Performance (40%)</li> <li>• Composition (20%)</li> <li>• Appreciation (20%)</li> <li>• Additional (20%) (To be allocated by the teacher to suit the specific circumstances/context of the class).</li> </ul> <p><b>HSC Course</b></p> <p>Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology</p> <ul style="list-style-type: none"> <li>• Core (60%) Performance 20%, Composition 20%, Appreciation 20%</li> <li>• Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.</li> </ul> <p>The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses.</p> <p>The published <i>Course Prescriptions</i>, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.</p> <p><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p> <p><b>Particular Course Requirements:</b> Students are required to wear black dance attire to practical lessons</p>	

<b>Subject: Design and Technology</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Home Economics
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></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 include evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.</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>	
<b>Preliminary</b>	<b>HSC</b>
Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.	Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses.

The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

**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.

### **Particular Course Requirements**

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a

Case study of innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

**Exclusions:** Nil

<b>Subject: Drama</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> English
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<p><b>Course Description</b> Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p><b>Preliminary Course</b> Content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p><b>HSC Course</b> Australian Drama and Theatre and Studies in Drama and Theatre involve theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.</p> <p>The <b>Group Performance</b> (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides an opportunity for each student to demonstrate his or her performance skills.</p> <ul style="list-style-type: none"> <li>For the <b>Individual Project</b>, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Scriptwriting <b>or</b> Video Drama.</li> </ul>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>Improvisation, Play Building, 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 (Core content)</li> <li>Studies in Drama and Theatre</li> <li>Group Performance (Core content)</li> <li>Individual Project</li> </ul>
<p><b>Particular Course Requirements</b> The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list.</p> <p>This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects</p> <p><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	

<b>Subject: Economics</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Social Sciences
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> Economics provides 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.	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>• Introduction to Economics – the nature of economics and the operation of an economy</li> <li>• Consumers and Business – the role of consumers and business in the economy</li> <li>• Markets – the role of markets, demand, supply and competition</li> <li>• Labour Markets – the workforce and role of labour in the economy</li> <li>• Financial Markets – the financial market in Australia including the share market</li> <li>• Government in the Economy – the role of government in the Australian economy.</li> </ul>	<ul style="list-style-type: none"> <li>• The Global Economy – Features of the global economy and globalisation</li> <li>• Australia's Place in the Global Economy – Australia's trade and finance</li> <li>• Economic Issues – issues including economic growth, unemployment, inflation, wealth and management.</li> <li>• Economic Policies and Management – the range of policies to manage the economy.</li> </ul>
<b>BHS Course Entry Recommendations:</b> This course requires 5 hours a week of independent study outside of Homework and assessment tasks. Students must regularly read news sources familiarise themselves with contemporary economic issues. Students should have studied Commerce in Stage 5 and received at least a B grade.	
<b>Exclusions:</b> Nil	

<b>Subject: Engineering Studies</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Industrial Arts
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<b>Course Description</b> 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>Preliminary</b>	<b>HSC</b>
Students undertake the study of 4 compulsory modules: <ul style="list-style-type: none"> <li>Three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems</li> <li>One focus module relating to the field of Biomedical engineering.</li> </ul>	Students undertake the study of 4 compulsory modules: <ul style="list-style-type: none"> <li>Two application modules relating to the fields of Civil structures and Personal and public transport</li> <li>Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.</li> </ul>
<b>Particular Course Requirements</b> Engineering Report <b>Preliminary Course</b> Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering. <b>HSC Course</b> Students are required to produce <b>one</b> engineering report from either of the two engineering application modules, and <b>one</b> from either of the two engineering focus modules. One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects. <b>Exclusions:</b> Nil	

<b>Subject: English Advanced</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> English
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.</p> <p>In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.</p>	
<b>Preliminary</b>	<b>HSC</b>
<p>The course has two sections:</p> <p>Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.</p> <p>Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.</p>	<p>The course has two sections:</p> <p>The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.</p> <p>Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes</p>
<p><b>BHS Course Entry Recommendations</b></p> <p>Students need to achieve at least a B grade in year 10 English</p> <p><b>Particular Course Requirements</b></p> <p>For the <b>Year 11 English Advanced</b> course students are required to study:</p> <ul style="list-style-type: none"> <li>• A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• A wide range of additional related texts and textual forms.</li> </ul> <p>For the <b>Year 12 English Advanced</b> course students are required to study:</p> <ul style="list-style-type: none"> <li>• At least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text or may be selected from one of the categories already used</li> <li>• At least two additional prescribed texts from the list provided in Module C: The Craft of Writing</li> </ul>	



<b>Subject: English EAL/D</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> English
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>In the English EAL/D Year 11 course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.</p> <p>In the English EAL/D Year 12 course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama; film or media or nonfiction. Through this close study of texts, students develop and apply skills in synthesis.</p> <p>In this course, students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational, and vocational lives.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>Students study 3–4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are Language and Texts in Context, Close Study of Text and Texts and Society.</li> <li>Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students.</li> </ul>	<ul style="list-style-type: none"> <li>Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.</li> <li>The fourth module, Focus on Writing, is studied concurrently throughout the year to develop students' understanding and use of language in developing their own written responses.</li> </ul>
<b>Particular Course Requirements</b> <p>For the <b>Year 11 English EAL/D</b> course students are required to:</p> <ul style="list-style-type: none"> <li>study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet</li> <li>study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>engage in regular wide reading connected to, and described in, each of the modules</li> <li>engage in speaking and listening components in each module.</li> </ul> <p>For the <b>Year 12 English EAL/D</b> course students are required to:</p> <ul style="list-style-type: none"> <li>study at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts</li> <li>study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>study at least one related text in Module A: Texts and Human Experiences</li> <li>engage in speaking and listening components in each module.</li> </ul>	

<b>Subject: English Standard</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> English
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.</p> <p>In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.</p> <p>In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.</p>	
<b>Preliminary</b>	<b>HSC</b>
<p><b>The course has two sections:</b></p> <ul style="list-style-type: none"> <li>• Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and consolidate skills required for senior study.</li> <li>• Two additional modules: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning.</li> </ul>	<p><b>The course has two sections:</b></p> <ul style="list-style-type: none"> <li>• The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.</li> <li>• Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>For the <b>Year 11 English Standard</b> course students are required to:</p> <ul style="list-style-type: none"> <li>• one complex multimodal or digital text in Module A (this may include the study of film)</li> <li>• one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet</li> <li>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• a wide range of additional related texts and textual forms.</li> </ul> <p>For the <b>Year 12 English Standard</b> course students are required to:</p> <ul style="list-style-type: none"> <li>• at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts</li> <li>• at least two additional prescribed texts from the list provided in Module C: The Craft of Writing</li> <li>• at least one related text in the Common module: Texts and Human Experiences.</li> </ul> <p><b>Across Stage 6</b> the selection of texts <b>must</b> give students experience of the following:</p> <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital</li> </ul>	

<b>Subject: English Studies</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> English
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Optional	
<p><b>Course Description</b></p> <p>In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p> <p>In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>Students study the mandatory module, Achieving through English: English in education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.</li> <li>Students study 2–4 additional syllabus modules (selected based on their needs and interests).</li> <li>Students may also study an optional teacher-developed module.</li> </ul>	<ul style="list-style-type: none"> <li>The HSC Common Content consists of one module Texts and Human Experiences which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.</li> <li>Students study 2–4 additional syllabus modules (selected based on their needs and interests).</li> <li>Students may also study an optional teacher-developed module.</li> </ul>
<p><b>Course Entry Guidelines</b></p> <p>This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.</p> <p>Due to changes in the English Studies course, students considering choosing this course should be advised that:</p> <p>English Studies is a Stage 6 Board Developed Course (Category B) to be implemented with Year 11 from 2018. From the 2019 HSC, students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses.</p> <p>Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA.</p> <p>To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.</p>	

<b>Subject: Food Technology</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Home Economics
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul>	<ul style="list-style-type: none"> <li>• The Australian Food Industry (25%)</li> <li>• Food Manufacture (25%)</li> <li>• Food Product Development (25%)</li> <li>• Contemporary Nutrition Issues (25%)</li> </ul>
<p><b>BHS Course Entry Requirements:</b> This course requires 3-4 hours of independent study a week outside of completing assessment tasks. It is recommended but not a prerequisite for students to have studied Food Technology in stage 5. Students must pay fees, participate in practical activities and organise themselves with the appropriate equipment for all lessons.</p> <p>Complementary subjects include: Hospitality (Food &amp; Beverage/ Kitchen Operations) and PDHPE</p> <p><b>Particular Course Requirements</b></p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p> <p><b>Exclusions:</b> Nil</p>	

<b>Subject: Geography</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Social Sciences
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>• Biophysical Interactions – how biophysical processes contribute to sustainable management.</li> <li>• Global Challenges – geographical study of issues at a global scale.</li> <li>• Senior Geography Project – a geographical study of student's own choosing.</li> </ul>	<ul style="list-style-type: none"> <li>• Ecosystems at Risk – the functioning of ecosystems, their management and protection.</li> <li>• Urban Places – study of cities and urban dynamics.</li> <li>• People and Economic Activity – geographic study of economic activity in a local and global context.</li> </ul>
<b>BHS Course Entry Recommendations:</b> Students must achieve a C grade or above in stage 5 Geography. This course requires 5 hours a week of independent study outside of Homework and assessment tasks. Students must regularly read news sources to familiarise themselves with contemporary geographical issues. Students must also attend mandatory field excursions. E.g. Pymont, Blue Mountains and Port Stephens.	
<b>Particular Course Requirements</b> <p>Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>	
<b>Exclusions:</b> Nil	

<b>Subject: Industrial Technology: Multimedia</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> CAPA
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<b>Course Description</b> Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.	
<b>Preliminary</b>	<b>HSC</b>
The following sections are taught in relation to the relevant focus area: <ul style="list-style-type: none"> <li>• Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)</li> <li>• Design – elements and principles, types of design, quality, influences affecting design (10%)</li> <li>• Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)</li> <li>• Production – display a range of skills through the construction of a number of projects (40%)</li> <li>• Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)</li> </ul>	The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry: <ul style="list-style-type: none"> <li>• Industry Study (15%)</li> <li>• Major Project (60%) <ul style="list-style-type: none"> <li>• Design, Management and Communication</li> <li>• Production</li> </ul> </li> <li>• Industry Related Manufacturing Technology (25%)</li> </ul>
<b>Particular Course Requirements</b> In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.  In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.  <b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses	

<b>Subject: Industrial Technology: Timber and Furniture Products</b>	
<b>Number of Units:</b> 2 Units	<b>Faculty:</b> Industrial Arts
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.</p>	
<b>Preliminary</b>	<b>HSC</b>
<p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <li>• Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)</li> <li>• Design – elements and principles, types of design, quality, influences affecting design (10%)</li> <li>• Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)</li> <li>• Production – display a range of skills through the construction of a number of projects (40%)</li> <li>• Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)</li> </ul>	<p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> <li>• Industry Study (15%)</li> <li>• Major Project (60%) <ul style="list-style-type: none"> <li>• Design, Management and Communication</li> <li>• Production</li> </ul> </li> <li>• Industry Related Manufacturing Technology (25%)</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p> <p><b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses</p>	

<b>Subject: Investigating Science</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Science
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.</p> <p>The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.</p>	
<b>Preliminary</b>	<b>HSC</b>
<p><b>Module 1</b> Cause and Effect – Observing</p> <p><b>Module 2</b> Cause and Effect – Inferences and Generalisations</p> <p><b>Module 3</b> Scientific Models</p> <p><b>Module 4</b> Theories and Laws</p>	<p><b>Module 5</b> Scientific Investigations</p> <p><b>Module 6</b> Technologies</p> <p><b>Module 7</b> Fact or Fallacy?</p> <p><b>Module 8</b> Science and Society</p>
<p><b>BHS Course Entry Requirements:</b> This course requires 5 hours of independent study a week outside of Homework and assessment tasks. Other complementary subjects include any other Science subject.</p> <p>Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.</p> <p><b>Particular Course Requirements</b></p> <p>Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p><b>Exclusions:</b> Nil</p>	



<b>Subject: Information Processes and Technology (IPT)</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Industrial Arts
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>• Introduction to Information Skills and Systems (20%)</li> <li>• Tools for Information Processes (50%)</li> <li>• Developing Information Systems (30%)</li> </ul>	<ul style="list-style-type: none"> <li>• Project Management (20%)</li> <li>• Information Systems and Databases (20%)</li> <li>• Communication Systems (20%)</li> <li>• Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.</li> </ul>
<b>Particular Course Requirements</b> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.</p> <p>The percentage values in each course refer to indicative course time. 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.</p> <p><b>Exclusions:</b> Computing Applications CEC</p>	

<b>Subject: Japanese Beginners</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> LOTE
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the <i>personal world</i> and the <i>Japanese-speaking communities</i>, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the 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>	
<p><b>Main Topics Covered</b></p> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations</li> </ul>	
<p><b>BHS Course Entry Recommendations:</b> This course requires at least 30mins of independent study a day to work on vocabulary and language skills. The assumed knowledge of the course is suitable for someone who has achieved a band 7 or above in NAPLAN -Literacy.</p> <p><b>Particular Course Requirements:</b> Nil</p> <p><b>Exclusions:</b> Japanese Continuers; Japanese Extension; Japanese In Context; Japanese and Literature. Strict eligibility rules apply to the study of this subject. Check with your teacher.</p>	

<b>Subject: Korean Beginners</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> LOTE
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Korean 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 Korean-speaking communities through the study of a range of texts.	
<b>Prescribed Themes</b> <ul style="list-style-type: none"> <li>• The Personal World</li> <li>• The Korean-speaking communities</li> </ul>	<b>Mandatory Topics</b> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• Education and work</li> <li>• Friends, recreations and pastimes</li> <li>• People, places and communities</li> <li>• Holiday, travel and tourism</li> <li>• Future plans and aspirations</li> </ul>
<b>Prerequisites:</b> The course is intended to cater for students with no prior knowledge or experience of the Korean language.	
<b>BHS Course Entry Recommendations:</b> Any students with no prior knowledge of Korean may enter the course. This course requires at least 30mins of independent study a day to work on vocabulary and language skills.	
<b>Exclusions:</b> Nil	

<b>Subject: Legal Studies</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> History
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <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 law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. 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, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>• Part I – The Legal System (40% of course time)</li> <li>• Part II – The Individual and the Law (30% of course time)</li> <li>• Part III – The Law in Practice (30% of course time)</li> </ul> <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. <b>This section may be integrated with Part I and Part II.</b></p>	<ul style="list-style-type: none"> <li>• Core Part I: Crime (30% of course time)</li> <li>• Core Part II: Human Rights (20% of course time)</li> <li>• Part III: Two options (50% of course time)</li> </ul> <p><b>The two options are:</b></p> <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Shelter</li> </ul>
<b>BHS Course Entry Recommendations:</b> Students should achieve at least a passing grade in History and/or Commerce to undertake this course. Legal Studies requires a high level of analytical and extended writing skills, and is recommended for Advanced English students. This course is not suitable for students undertaking English Studies or equivalent.	
<b>Particular Course Requirements</b> <p>A competent level of writing ability is recommended for this course.</p>	
<b>Exclusions:</b> Nil	

<b>Subject: Mathematics Advanced</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Mathematics
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.</p> <p>The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.</p>	
<b>Preliminary</b>	<b>HSC</b>
<b>Topic 1-</b> Functions  <b>Topic 2-</b> Trigonometric Functions  <b>Topic 3-</b> Calculus  <b>Topic 4-</b> Exponential & Logarithmic Functions  <b>Topic 5-</b> Statistical Analysis	<b>Topic 1-</b> Functions  <b>Topic 2-</b> Trigonometric Functions  <b>Topic 3-</b> Calculus  <b>Topic 4-</b> Financial Mathematics  <b>Topic 5-</b> Statistical Analysis
<b>BHS Course Entry Recommendations:</b> Students should have studied 5.3 Mathematics in stage 5. This course requires 3 hours of independent study a week outside of Homework and assessment tasks.	
<b>Exclusions:</b> Mathematics Standard	
<b>Students who select accelerated mathematics and chemistry will not be able to repeat HSC mathematics due to timetable restrictions.</b>	

<b>Subject: Mathematics Standard-ATAR</b>	
<b>Number of Units:</b> 2 Units	<b>Faculty:</b> Mathematics
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>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.</p> <p>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.</p>	
<b>Preliminary</b>	<b>HSC (Mathematics Standard 1 &amp; 2)</b>
<b>Topic 1</b> - Algebra  <b>Topic 2</b> - Measurements  <b>Topic 3</b> - Financial Mathematics  <b>Topic 4</b> - Statistical Analysis	<b>Topic 1</b> - Algebra  <b>Topic 2</b> - Measurements  <b>Topic 3</b> - Financial Mathematics  <b>Topic 4</b> - Statistical Analysis  <b>Topic 5</b> - Networks
<b>BHS Course Entry Recommendations:</b> Students should have studied 5.2 Mathematics in stage 5. This course requires 3 hours of independent study a week outside of Homework and assessment tasks.  <b>Exclusions:</b> Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.  <b>Pre-requisites</b> <p>The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all sub strands of Stage 5.1 and the following sub strands of Stage 5.2:</p> <ul style="list-style-type: none"> <li>• Area and surface area</li> <li>• Financial mathematics</li> <li>• Linear relationships</li> <li>• Non-linear relationships</li> <li>• Right-angled triangles (Trigonometry)</li> <li>• Single variable data analysis</li> <li>• Volume</li> <li>• some content from Equations</li> <li>• some content from Probability.</li> </ul>	

Subject: Mathematics Standard (Maths in Trade/Numeracy- HSC only)	
Number of Units: 2 Units	Faculty: Mathematics
Board Developed Course	Practical Component: No
HSC exam: No	
<p><b>Course Description</b></p> <p>The Mathematics Standard (Maths in Trade/Numeracy) 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.</p> <p>These skills will be developed through authentic and relevant learning scenarios such as budgeting, shopping, record, and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy.</p> <p>This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts.</p>	
<p><b>BHS Course Entry Recommendations:</b> Students should have studied 5.1 Mathematics in stage 5. This course requires 3 hours of independent study a week outside of Homework and assessment tasks.</p>	
<p><b>Exclusions:</b> Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard course, or any other Stage 6 mathematics Year 12 course in conjunction with this course.</p>	
<p><b>Pre-requisites</b></p> <p>The Mathematics Standard (Maths in Trade/Numeracy) Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all sub strands of Stage 5.1</p> <ul style="list-style-type: none"> <li>• Area and surface area</li> <li>• Financial mathematics</li> <li>• Linear relationships</li> <li>• Non-linear relationships</li> <li>• Right-angled triangles (Trigonometry)</li> <li>• Single variable data analysis</li> <li>• Volume</li> <li>• some content from Equations</li> <li>• some content from Probability.</li> </ul>	

<b>Subject: Modern History</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> History
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>• <b>Part 1:</b> Investigating Modern History <ul style="list-style-type: none"> <li>• The nature of Modern History</li> <li>• Case Studies (at least TWO)</li> </ul> </li> <li>• <b>Part II:</b> Historical Investigation</li> <li>• <b>Part III:</b> Shaping of the Modern World</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part I: Core Study:</b> Power and Authority in the Modern World 1919–1946</li> <li>• <b>Part II:</b> ONE 'National Studies' topic (Russia)</li> <li>• <b>Part III:</b> ONE 'Peace and Conflict' topic (Conflict in Europe)</li> <li>• <b>Part IV:</b> ONE 'Change in the Modern World' topic (The Cultural Revolution to Tiananmen Square)</li> </ul>
<b>BHS Course Entry Requirements:</b> Students should achieve at least a passing grade in stage 5 History to do this course. This course requires competent skills in English and writing. This subject is not appropriate for students studying English Studies or equivalent.  Students should expect 3-4 hours of Homework and independent study a week.  <b>Particular Course Requirements</b> No special requirements. A competent level of writing ability is recommended for this course  <b>Exclusions:</b> Nil	



<b>Subject: Music 1</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> CAPA
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></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>	
<p><b>Main Topics Covered</b></p> <p>Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.</p> <p><b>HSC course</b></p> <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 <b>each</b> of the three topics studied in the course.</p> <p>Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.</p>	
<b>Exclusions:</b> Music 2	

Subject: Personal Development, Health and Physical Education	
Number of Units: 2 units	Faculty: PDHPE
Board Developed Course	Practical Component: No
HSC exam: Yes	
<b>Course Description</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. 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> <p>In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people 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. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>	
Preliminary	HSC
<b>Core Topics (60%)</b> <ul style="list-style-type: none"> <li>Better Health for Individuals</li> <li>The Body in Motion</li> </ul> <b>Optional Component (40%)</b> Students select <b>two</b> of the following options: <ul style="list-style-type: none"> <li>First Aid</li> <li>Composition and Performance</li> <li>Fitness Choices</li> <li>Outdoor Recreation</li> </ul>	<b>Core Topics (60%)</b> <ul style="list-style-type: none"> <li>Health Priorities in Australia</li> <li>Factors Affecting Performance</li> </ul> <b>Optional Component (40%)</b> Students select <b>two</b> of the following options: <ul style="list-style-type: none"> <li>The Health of Young People</li> <li>Sport and Physical Activity in Australian Society</li> <li>Sports Medicine</li> <li>Improving Performance</li> <li>Equity and Health</li> </ul>
<b>Particular Course Requirements</b> In addition to core studies, students select <b>two</b> options in each of the Preliminary and HSC courses.  <b>Exclusions:</b> Nil	

<b>Subject: Physics</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Science
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.</p>	
<b>Preliminary</b>	<b>HSC</b>
<b>Working Scientifically Skills</b>  <b>Module 1</b> - Kinematics  <b>Module 2</b> - Dynamics  <b>Module 3</b> - Waves and Thermodynamics  <b>Module 4</b> - Electricity and Magnetism	<b>Module 5</b> - Advanced Mechanics  <b>Module 6</b> - Electromagnetism  <b>Module 7</b> - The Nature of Light  <b>Module 8</b> - From the Universe to the Atom
<b>BHS Course Entry Recommendations:</b> This course requires 5 hours of independent study a week outside of Homework and assessment tasks. This course should be studied in conjunction with Advanced Mathematics and Extension 1 Mathematics. Other complementary courses include: Chemistry, Engineering and Economics.	
<b>Particular Course Requirements</b> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p><b>Exclusions:</b> Nil</p>	

<b>Subject: Society and Culture</b>	
<b>Number of Units:</b> 2 Units	<b>Faculty:</b> Social Science
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>• The Social and Cultural World – the interactions between persons and groups within societies</li> <li>• Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings</li> <li>• Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them</li> </ul>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study</li> <li>• The Personal Interest Project (PIP) – an individual research project</li> </ul> <p><b>Depth Studies</b>  <b>Two to be chosen from:</b></p> <ul style="list-style-type: none"> <li>• Popular Culture – the interconnection between popular culture, society and the individual</li> <li>• Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity</li> <li>• Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures</li> <li>• Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.</li> </ul>
<b>BHS Course Entry Requirements:</b> This course requires 5 hours a week of independent study outside of Homework and assessment tasks. Students are required to regularly read news and current affairs sources to familiarise themselves with contemporary social issues.	
<b>Particular Course Requirements</b> Completion of Personal Interest Project.	
<b>Exclusions:</b> Nil	

<b>Subject: Software Design and Development</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Industrial Arts
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>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.</p> <p>The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>• Concepts and Issues in the Design and Development of Software (30%) <ul style="list-style-type: none"> <li>• Social and ethical issues</li> <li>• Hardware and software</li> <li>• Software development approaches</li> </ul> </li> <li>• Introduction to Software Development (50%) <ul style="list-style-type: none"> <li>• Defining and understanding the problem</li> <li>• Planning and designing software solutions</li> <li>• Implementing software solutions</li> <li>• Testing and evaluating software solutions</li> <li>• Maintaining software solutions</li> </ul> </li> <li>• Developing software Solutions (20%)</li> </ul>	<ul style="list-style-type: none"> <li>• Development and Impact of Software Solutions (15%) <ul style="list-style-type: none"> <li>• Social and ethical issue</li> <li>• Application of software development approaches</li> </ul> </li> <li>• Software Development Cycle (40%) <ul style="list-style-type: none"> <li>• Defining and understanding the problem</li> <li>• Planning and design of software solutions</li> <li>• Implementing software solutions</li> <li>• Testing and evaluating software solutions</li> <li>• Maintaining software solutions</li> </ul> </li> <li>• Developing a Solution Package (25%)</li> <li>• Options (20%) <p>Study one of the following options:</p> <ul style="list-style-type: none"> <li>• Programming paradigms</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• The interrelationship between software and hardware</li> </ul> </li> </ul>
<b>Particular Course Requirements</b> <p>There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.</p> <p>It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.</p> <p><b>Exclusions:</b> Computing Applications CEC</p>	
<b>Subject: Studies of Religion</b>	

<b>Number of Units:</b> 1 unit (Prelim and HSC)	<b>Faculty:</b> Social Sciences
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>Nature of Religion and Beliefs             <ul style="list-style-type: none"> <li>The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.</li> </ul> </li> <li>Two Religious Traditions Studies from:             <ul style="list-style-type: none"> <li>Buddhism, Christianity, Hinduism, Islam, Judaism                 <ul style="list-style-type: none"> <li>Origins</li> <li>Principal beliefs</li> <li>Sacred texts and writings</li> <li>Core ethical teachings</li> <li>Personal devotion/expression of faith/observance.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Religion and Belief Systems in Australia post-1945             <ul style="list-style-type: none"> <li>Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</li> </ul> </li> <li>Two Religious Tradition Depth Studies from:             <ul style="list-style-type: none"> <li>Buddhism, Christianity, Hinduism, Islam, Judaism                 <ul style="list-style-type: none"> <li>Significant people and ideas</li> <li>Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics</li> <li>Significant practices in the life of adherents.</li> </ul> </li> </ul> </li> </ul>
<b>BHS Course Entry Recommendations:</b> This course requires 5 hours of independent study a week outside of homework and assessment tasks. Students must regularly read news sources to familiarise themselves with contemporary issues.	
<b>Exclusions:</b> Studies of Religion II	

<b>Subject: Studies of Religion</b>	
<b>Number of Units:</b> 2 unit	<b>Faculty:</b> Social Sciences
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>Nature of Religion and Beliefs</li> </ul> The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life. <ul style="list-style-type: none"> <li>Three Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism</li> <li>Origins</li> <li>Principal beliefs</li> <li>Sacred texts and writings</li> <li>Core ethical teachings</li> <li>Personal devotion/expression of faith/observance.</li> <li>Religions of Ancient Origin</li> </ul> The response to the human search for ultimate meaning in two religions of ancient origin from: <ul style="list-style-type: none"> <li>Aztec or Inca or Mayan</li> <li>Celtic</li> <li>Nordic</li> <li>Shinto</li> <li>Taoism</li> <li>an Indigenous religion from outside Australia</li> <li>Religion in Australia pre-1945</li> </ul> The arrival, establishment and development of religious traditions in Australia prior to 1945.	<ul style="list-style-type: none"> <li>Religion and Belief Systems in Australia post-1945</li> </ul> Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today. <ul style="list-style-type: none"> <li>Three Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism</li> <li>Significant people and ideas</li> <li>Ethical teachings about bioethics or environmental ethics or sexual ethics</li> <li>Significant practices in the life of adherents.</li> <li>Religion and Peace</li> </ul> The distinctive response of religious traditions to the issue of peace. <ul style="list-style-type: none"> <li>Religion and Non-Religion</li> </ul> The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.
<b>BHS Course Entry Recommendations:</b> This course requires 5 hours of independent study a week outside of homework and assessment tasks. Students must regularly read news sources to familiarise themselves with contemporary issues.	
<b>Exclusions:</b> Studies of Religion I	


<b>Subject: Textiles and Design</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Home Economics
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibers, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>• Design (40%)</li> <li>• Properties and Performance of Textiles (50%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> </ul>	<ul style="list-style-type: none"> <li>• Design (20%)</li> <li>• Properties and Performance of Textiles (20%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>• Major Textiles Project (50%)</li> </ul>
<p><b>BHS Course Entry Recommendations:</b> This course requires the completion of an ongoing major textiles project. This course requires 3-4 hours of independent study a week outside of completing assessment tasks. It is recommended but not a prerequisite for students to have studied Textiles in stage 5 and have access to their own sewing machine. Students must pay fees, participate in practical activities and organise themselves with the appropriate equipment for all lessons.</p> <p>Complementary courses include: Visual Arts, Chemistry, English Standard and Advanced.</p> <p><b>Particular Course Requirements</b></p> <p>In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p> <p>In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the</p>	



<b>Subject: Vietnamese Continuers</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> LOTE
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Vietnamese 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 Vietnamese-speaking communities through the study of a range of texts.</p>	
<b>Prescribed Themes</b>	<b>Mandatory Topics</b>
<ul style="list-style-type: none"> <li>• The individual</li> <li>• The Vietnamese-speaking communities</li> <li>• The changing world</li> </ul>	<ul style="list-style-type: none"> <li>• Personal identity</li> <li>• Future aspirations</li> <li>• Migration</li> <li>• Traditional values</li> <li>• Folk/contemporary literature</li> <li>• Youth issues</li> <li>• World of work</li> <li>• Environment</li> <li>• Science and technology</li> </ul>
<b>BHS Course Entry Recommendations:</b> Entry to the course requires consultation with the classroom teacher. This course requires at least 30mins of independent study a day to work on vocabulary and language skills.  <b>Prerequisites:</b> 200-400 hours study of the language or equivalent knowledge is assumed.  <b>Exclusions:</b> Nil	

<b>Subject: Visual Arts</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> CAPA
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>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>Preliminary</b>	<b>HSC</b>
<p><b>Preliminary Course</b> learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• The nature of practice in art making, art criticism and art history through different investigations</li> <li>• The role and function of artists, artworks, the world and audiences in the art world</li> <li>• The different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>• How students may develop meaning and focus and interest in their work</li> <li>• Building understandings over time through various investigations and working in different forms.</li> </ul>	<p><b>HSC Course</b> learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>• How students may develop their practice in art making, art criticism, and art history</li> <li>• How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>• 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</li> <li>• How students may further develop meaning and focus in their work.</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> <li>• Artworks in at least two expressive forms and use of a process diary</li> <li>• A broad investigation of ideas in art making, art criticism and art history.</li> </ul> <p>HSC Course:</p> <ul style="list-style-type: none"> <li>• Development of a body of work and use of a process diary</li> <li>• A minimum of five Case Studies (4–10 hours each)</li> <li>• Deeper and more complex investigations in art making, art criticism and art history</li> </ul> <p><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	

## Category B: 2 Unit Courses

<div>  <div> <b>Public Schools NSW, Ultimo Registered Training Organisation 90072</b>  <b>VOCATIONAL EDUCATION and TRAINING</b>  <b>2023 BUSINESS SERVICES COURSE DESCRIPTION</b> </div> </div> <div> <p>This may change due to Training Package and NSW Education Standards Authority (NESA) updates  Notification of variations will be made in due time with minimal disruption or disadvantage</p> </div>		
<b>Course: Business Services</b> total Board Developed Course (ATAR)		2 or 4 Preliminary and/or HSC units in  Category B for Australian Tertiary Admission Rank
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.		
<b>BSB30120 Certificate III in Business</b> <b>Based on Business Services Training Package V. 8.0 release 2</b>  <b>Units of Competency</b> <b>Core</b> BSBCRT311 Apply critical thinking skills in a team environment BSBPEF201 Support personal wellbeing in the workplace BSBSUS211 Participate in sustainable work practices BSBTWK301 Use inclusive work practices BSBWHS311 Assist with maintaining workplace safety BSBXCM301 Engage in workplace communication		<b>Electives</b>  BSBTEC201 Use business software applications BSBPEF301 Organise personal work priorities BSBTEC202 Use digital technologies to communicate in the work environment BSBTEC303 Create electronic presentations BSBOPS201 Work effectively in business environments BSBINS302 Organise workplace information BSBTEC301 Design and produce business documents
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a business environment. They should be able to use a personal digital device including a personal computer or laptop. There will be out of class homework, research activities and assignments.		
<b>Examples of occupations in the business services industry:</b> <ul style="list-style-type: none"> <li>administration assistant</li> <li>office support junior</li> <li>information desk assistant</li> <li>clerical worker</li> <li>receptionist</li> <li>data entry operator</li> </ul>		
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.		
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.		
<b>Competency-Based Assessment</b> Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.		
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.		
<b>Course Costs: Resources \$</b> <b>Consumables \$</b> <b>Other \$</b> <b>Refund Arrangements on a pro-rata basis</b> <b>Please see your VET teacher to enquire about financial assistance.</b>		
A school-based traineeship is available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>		
Exclusions - VET course exclusions can be checked on the NESA website at <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>		



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING  
2023 CONSTRUCTION COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  
Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Construction**  
Board Developed Course

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

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

**CPC20211 Certificate II in Construction Pathways \***  
**Based on Construction, Plumbing and Services Training Package**  
**Version Release 5 (CPC08 v9.8)**

**Mandatory Units of Competency**

CPCCCM1012A Work effectively and sustainably in the construction Industry

CPCCCM1013A Plan and organise work

CPCCCM1014A Conduct workplace communication

CPCCCM1015A Carry out measurements and calculations

CPCCCM2001A Read and interpret plans and specifications

CPCCCM2005B Use construction tools and equipment

CPCCWHS1001 Prepare to work safely in the construction industry

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

**Electives 6 out of the following**

CPCCJN2001A Assemble components AND

CPCCJN2002B Prepare for off-site manufacturing process OR

CPCCWF2001A Handle wall and floor tiling materials AND

CPCCWF2002A Use wall and floor tiling tools and equipment OR

CPCCBL2001A Handle and prepare bricklaying and blocklaying materials AND

CPCCBL2002A Use bricklaying and blocklaying tools and equipment

CPCCCA2011A Handle carpentry materials

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

CPCCCO2013A Carry out concreting to simple form

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

CPCCCM2006B Apply basic levelling procedures

CPCCWHS1001 Prepare to work safely in the construction industry.

The construction induction certificate (CIC or white card) will be issued by SafeWork NSW upon provision of evidence from an RTO that this competence has been achieved. This will allow student access to construction sites across Australia for work purposes.

**Students may apply for Recognition of Prior Learning and/or Credit Transfer provided suitable evidence is submitted.**

**\* NB advice provided is based on existing NESA course information, however qualification CPC20220 Certificate II in Construction Pathways and Statement of Attainment toward CPC20120 will be delivered, subject to NESA approval**

**Recommended Entry Requirements**

*Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.*

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

▪ building ▪ bricklaying ▪ concreting ▪ carpentry ▪ shop fitting ▪ joinery

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. The SafeWork NSW General Induction Training - (White Card) is a mandatory requirement before commencing work placement.

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Competency-Based Assessment**

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

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.

**Course Costs: Resources \$**

Refund Arrangements on a pro-rata basis

**Consumables \$**

**Other (eg: White Card) \$**

**Please see your VET teacher to enquire about financial assistance.**

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

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072  
VOCATIONAL EDUCATION and TRAINING

**2023 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION**

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  
Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Hospitality - Kitchen Operations**  
Board Developed Course

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

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

**SIT20416 Certificate II in Kitchen Operations**  
**Based on SIT Tourism, Travel and Hospitality training package**  
**(Release 1.2)**

**Units of Competency**

**Core**

BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practice

**Electives**

SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
BSBSUS201	Participate in environmentally sustainable work practices
SITXFSA002	Participate in safe food handling practices
SITHIND002	Source and use information on the hospitality industry

**Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.**

**Recommended Entry Requirements**

Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students will be required to attend events and functions out of school hours. There will be out of class homework, research activities and assignments.

**Examples of occupations in the hospitality industry**

- trainee chef short order
- fast food cook breakfast cook

**Mandatory HSC Course Requirements** Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate examination for Hospitality Kitchen is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Competency-Based Assessment**

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

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

**Course Costs: Resources \$**

**Consumables \$**

**Other \$**

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

**Please see your VET teacher to enquire about financial assistance**

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

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



**Education**

**Public Schools NSW, Ultimo Registered Training Organisation 90072**  
**VOCATIONAL EDUCATION and TRAINING**  
**2023 HOSPITALITY FOOD and BEVERAGE COURSE DESCRIPTION**

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Hospitality - Food and Beverage**  
 Board Developed Course

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

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

**SIT20316 Certificate II in Hospitality**  
**Based on SIT Tourism, Travel and Hospitality training package**  
**(Release 1.2)**

**Units of Competency**  
**Core**

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCOM002	Show Social and Cultural sensitivity
SITXWHS001	Participate in safe work practices

**Electives**

SITXCOM001	Source and present information
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITXFSA002	Participate in safe food handling practices
BSBSUS201	Participate in environmentally sustainable work practices
SITHFAB004	Prepare and serve non-alcoholic beverages
SITXFSA001	Use hygienic practices for food safety
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches

**Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.**

**Recommended Entry Requirements**

Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

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

- Café attendant
- Barista
- Kitchen hand
- Food and beverage attendant

**Mandatory HSC Course Requirements** Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate examination for Hospitality Food and Beverage is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Competency-Based Assessment**

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

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

**Course Costs: Resources \$**

**Consumables \$**

**Other \$**

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

**Please see your VET teacher to enquire about financial assistance**

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

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



Education

Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

## 2023 RETAIL SERVICES COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Retail Services**  
Board Developed Course

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

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

### SIR30216 Certificate III in Retail

Based on SIR Retail Services Training Package (Release 7.0)

#### Units of Competency

##### Core

SIRXCEG001	Engage the customer
SIRXCEG002	Assist with customer difficulties
SIRXCEG003	Build customer relationships and loyalty
SIRXCOM002	Work effectively in a team
SIRXIND001	Work effectively in a service environment
SIRXRSK001	Identify and respond to security risks
SIRXSLS001	Sell to retail customer
SIRXWHS002	Contribute to workplace health and safety

##### Electives

SIRXIND002	Organise and maintain the store environment
SIRRINV002	Control stock
SIRRMER001	Produce visual merchandise displays
SIRXPDK001	Advise on products and services
SIRRINV001	Receive and handle retail stock

##### Additional for HSC requirements

SIRXSLS002	Follow point of sale procedures
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**Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.**

#### Recommended Entry Requirements

Students selecting this course should be interested in working in the retail service industry. They should be able to lift and carry stock items, have the ability to work as a member of a team, and have good communication skills. There will be out of class homework, research activities and assignments.

#### Example of occupations in the Retail Industry

- |                              |                      |
|------------------------------|----------------------|
| ▪ buyer                      | ▪ sales person       |
| ▪ customer service assistant | ▪ visual merchandise |
| ▪ stock controller           | ▪ merchandise        |

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

#### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

#### Competency-Based Assessment

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

#### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

**Course Costs: Resources \$**

**Consumables \$**

**Other \$**

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

**Please see your VET teacher to enquire about financial assistance**

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

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



Course: **Information Technology**

Board Developed Course

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

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

**Statement of Attainment in partial completion of ICT30120 Certificate III in Information Technology**

**Based on** ICT - Information and Communications Technology (ICT) Version 7.2

### Units of Competency

#### Core

- |           |   |
|-----------|---|
| BSBCRT301 | Develop and extend critical and creative thinking skills                      |
| BSBXCS303 | Securely manage personally identifiable information and workplace information |
| BSBXTW301 | Work in a team  |
| ICTICT313 | Identify IP, ethics and privacy policies in ICT environments                  |
| ICTPRG302 | Apply introductory programming techniques                                     |
| ICTSAS305 | Provide ICT advice to clients   |

#### Elective

For a Statement of Attainment Towards ICT30120

- |           |  |
|-----------|--|
| BSBWHS311 | Assist with maintaining workplace safety |
| ICTWEB305 | Produce digital images for the web       |
| ICTWEB304 | Build simple web pages                   |
| ICTSAS308 | Run standard diagnostic tests            |
| ICTICT214 | Operate application software packages    |

To receive the full qualification ICT30120

(optional)

- |          |   |
|----------|---|
| ICTWEB30 | Develop web presence using social media |
|----------|---|

**Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.**

### Recommended Entry Requirements

Students selecting this course should be interested in working in the information technology industry. Students should be creative, cooperative and able to work in teams. They should be able to use a personal computer and lift and carry small equipment. Students should be interested in working with operating system software and have an interest in learning the various methods to troubleshoot problems. There will be out of class homework, research activities and assignments.

### Pathways to Industry

Working in the information technology industry involves:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>designing web pages</li> <li>supporting computer users</li> </ul> | <ul style="list-style-type: none"> <li>networking computers communicating with clients</li> <li>finding solutions to software problems</li> </ul> |
|--|---|

### Examples of occupations in the Information Technology industry

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Service technician</li> <li>help desk office</li> </ul> | <ul style="list-style-type: none"> <li>Multimedia developer</li> <li>On-line service support officer</li> </ul> | <ul style="list-style-type: none"> <li>Technical support officer</li> <li>Web designer</li> </ul> |
|--|---|---|

### Mandatory Course Requirements

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

#### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Information and Digital Technology is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

### Competency-Based Assessment

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

### Appeals and Complaints

Students may lodge an appeal or a complaint about an assessment decision or other decisions through the VET teacher.

**Course Costs: Resources \$**

**Consumables \$**

**Other \$**

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

**Please see your VET teacher to enquire about financial assistance**

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

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



## Category C - Content Endorsed Courses – 2 Unit

<b>Subject: Exploring Childhood Education</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> PDHPE
<b>Content Endorsed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> No	
<p><b>Course Description</b></p> <p>Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.</p> <p>This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p> <p><b>Main Topics Covered</b></p> <p>The study of this course will enable students to:</p> <ul style="list-style-type: none"> <li>• develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years</li> <li>• recognise the uniqueness of all children, including those who have special needs</li> <li>• become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play</li> <li>• identify the range of services developed and provided for young children and their families</li> <li>• consider the role of family and community in the growth, development and learning of young children</li> <li>• reflect upon potential implications for themselves as adults, in relation to young children</li> <li>• understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families</li> <li>• become aware of the work opportunities available in the area of children's services.</li> </ul>	
<b>Exclusions:</b> Nil	



Course: **Sport Coaching – Certificate III**

Board Endorsed Course

4 Preliminary and/or HSC units in total

Does not contribute to the Australian Tertiary Admission Rank (ATAR)

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

### SIS30521 Certificate III in Sport Coaching

**Based on the Sport, Fitness and Recreation Training Package Version 4.0 (SIS v4)**

Units of Competency

#### Core

HLTWHS001	Participate in workplace health and safety
SISSSCO002	Work in a community coaching role
SISSSCO005	Continuously improve coaching skills and knowledge
SISSSCO003	Meet participant coaching needs
BSBOPS403	Apply business risk management procedures
HLTAID011	Provide first aid (To be delivered by an external RTO or via IVET for approved trainers from RTO 90072)

#### Electives

SISSCO012	Coach sports participants up to an intermediate level
SISXIND006	Conduct sport, fitness and recreation events
Complete 2 out of these 3 Units of Competency	
SISXCAI009	Instruct strength and conditioning techniques
SISSSOF002	Continuously improve officiating skills and knowledge
SISXDIS001	Facilitate inclusion for people with a disability

**Students may apply for Recognition of Prior Learning and/or Credit Transfer provided suitable evidence is submitted.**

#### Recommended Entry Requirements

Students selecting this course should be interested in sport and working in the sport, fitness and recreation industry. They should have a reasonable level of fitness, be able to play and have knowledge of a variety of sports and be able to demonstrate sports skills to junior players. Being an effective communicator, possessing motivation and having effective planning and time management skills are beneficial. There will be out of class homework, research activities and cluster based assessments for students to complete.

#### Examples of occupations in the sport, fitness, and recreation industry:

- Sports Coach or Trainer
- Assistant Coach
- Sport Administration Officer
- Sports Official
- Sports Event Manager
- Team Manager

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment** There is no Higher School Certificate (HSC) examination for the Sport Coaching course.

#### Competency-Based Assessment

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

#### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

#### Course Costs: Resources \$

#### Consumables \$

#### Other \$

The First Aid certificate is delivered by (select one) an external RTO OR the class teacher via IVET at a cost of \$

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

Please see your VET teacher to enquire about financial assistance

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

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

**Subject: Photography, Video and Digital Imaging****Number of Units:** 2 units**Faculty:** CAPA**Content Endorsed****Practical Component:** Yes**HSC exam:** No**Course Description**

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

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

**Main Topics Covered**

Modules may be selected in any of the three broad fields of:

- Wet Photography
- Video
- Digital Imaging.

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

**Particular Course Requirements**

Students are required to keep a diary throughout the course.

**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.

<b>Subject: Sport, Lifestyle and Recreation Studies</b>	
<b>Number of Units:</b> 2 Units	<b>Faculty:</b> PDHPE
<b>Content Endorsed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> No	
<p><b>Course Description</b></p> <p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of the factors that influence health and participation in physical activity</li> <li>• knowledge and understanding of the principles that impact on quality of performance</li> <li>• an ability to analyse and implement strategies to promote health, activity and enhanced performance</li> <li>• a capacity to influence the participation and performance of self and others.</li> </ul> <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> <li>• Aquatics</li> <li>• Athletics</li> <li>• First Aid</li> <li>• Fitness</li> <li>• Specific Sports</li> <li>• Gymnastics</li> <li>• Outdoor Recreation</li> <li>• Sports Administration</li> <li>• Coaching</li> <li>• Social Perspectives of Sport</li> <li>• Healthy Lifestyle.</li> </ul>	
<p><b>Exclusions:</b> Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.</p>	

<b>Subject: Work Studies</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Social Sciences
<b>Content Endorsed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> No	
<p><b>Course Description</b></p> <p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.</p> <p>The <i>Work Studies</i> CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the <i>Work Studies</i> syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.</p> <p>The Work Studies course will assist students to:</p> <ul style="list-style-type: none"> <li>• Recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities</li> <li>• Develop an understanding of the changing nature of work and the implications for individuals and society</li> <li>• Undertake work placement to allow for the development of specific job-related skills</li> <li>• Acquire general work-related knowledge, skills and attitudes, transferable across different occupations</li> <li>• Develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.</li> </ul>	
<b>Structure of the course</b>	
<p>The Work Studies CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.</p> <p>Core - My Working Life</p> <p>Modules - There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.</p>	
<p><b>BHS Course Entry Requirements:</b> For students pursuing and work and further study pattern of study. Students must complete Work Experience each year (one week).</p>	
<p><b>Exclusions:</b> Nil</p>	

## Category C: Content Endorsed Courses – 1 Unit

Subject: Photography, Video and Digital Imaging	
Number of Units: 1 unit (Prelim and HSC)	Faculty: CAPA
Content Endorsed Course	Practical Component: Yes
HSC exam: No	
<p><b>Course Description</b></p> <p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>	
<p><b>Main Topics Covered</b></p> <p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> <li>• Wet Photography</li> <li>• Video</li> <li>• Digital Imaging.</li> </ul> <p>Modules include:</p>	<ul style="list-style-type: none"> <li>• Introduction to the Field</li> <li>• Developing a Point of View</li> <li>• Traditions, Conventions, Styles and Genres</li> <li>• Manipulated Forms</li> <li>• The Arranged Image</li> <li>• Temporal Accounts.</li> </ul>
<p>An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p> <p><b>Particular Course Requirements</b></p> <p>Students are required to keep a diary throughout the course.</p> <p><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	

<b>Subject: Sports, Lifestyle and recreation Studies</b>	
<b>Number of Units: 1 unit (Prelim and HSC)</b>	<b>Faculty: PDHPE</b>
<b>Content Endorsed Course</b>	<b>Practical Component: Yes</b>
<b>HSC exam: No</b>	
<p><b>Course Description</b></p> <p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of the factors that influence health and participation in physical activity</li> <li>• knowledge and understanding of the principles that impact on quality of performance</li> <li>• an ability to analyse and implement strategies to promote health, activity and enhanced performance</li> <li>• a capacity to influence the participation and performance of self and others.</li> </ul> <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> <li>• Aquatics</li> <li>• Athletics</li> <li>• First Aid</li> <li>• Fitness</li> <li>• Specific Sports</li> <li>• Gymnastics</li> <li>• Outdoor Recreation</li> <li>• Sports Administration</li> <li>• Coaching</li> <li>• Social Perspectives of Sport</li> <li>• Healthy Lifestyle.</li> </ul>	
<p><b>Exclusions:</b> Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.</p>	

## Category A - Extension Courses – 1 Unit

Subject: English Extension – Preliminary & HSC Extension 1	
Number of Units: 1 unit	Faculty: English
Extension Course	Practical Component: No
HSC exam: Yes	
<p><b>Course Description</b></p> <p>The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.</p> <p>Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. 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>	
<p><b>Year 11 English Extension</b> course students are required to:</p> <ul style="list-style-type: none"> <li>• Complete 60 indicative hours</li> <li>• undertake the common module</li> <li>• undertake the related independent research project</li> </ul> <p><b>Across Stage 6</b> the selection of texts <b>should</b> give students experience of the following <b>as appropriate</b>:</p> <ul style="list-style-type: none"> <li>• Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>• A range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts</li> <li>• Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.</li> </ul> <p>For the <b>Year 12 English Extension 1</b> course students are required to:</p> <p>complete the Year 11 English Extension course as a prerequisite</p> <ul style="list-style-type: none"> <li>• Complete 60 indicative hours</li> <li>• Undertake ONE elective option from the common module.</li> </ul>	



<b>Subject: HSC English Extension 2</b>	
<b>Number of Units:</b> 1 unit	<b>Faculty:</b> English
<b>Extension Course</b>	<b>Practical Component:</b> Dependant on course study
<b>HSC exam:</b> No	
<p><b>Course Description</b></p> <p>The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.</p> <p>Through the experimentation with and exploration of form, style and media students express complex concepts and values in innovative, insightful and powerful ways. The creative process involves the exploration and expression of complex human experiences, connects individuals to wider visions and perspectives, and enhances a student's enjoyment of literature and the aesthetics of language.</p> <p>This course provides students with the opportunity to apply and extend research skills developed in the English Extension Year 11 course to their own extensive investigation and develop autonomy and skills as a learner and composer. English Extension 2 develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.</p> <p>The course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English.</p>	
<p><b>Course Requirements</b></p> <p><b>Year 12 English Extension 2</b> course students are required to:</p> <ul style="list-style-type: none"> <li>• be undertaking study of the Year 12 English Extension 1 course</li> <li>• complete 60 indicative hours</li> <li>• complete a Major Work and Reflection Statement</li> <li>• document coursework in a Major Work Journal</li> <li>• The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition</li> </ul>	

<b>Subject: HSC History Extension</b>	
<b>Number of Units:</b> 1 unit	<b>Faculty:</b> History
<b>Board Developed Course:</b> Yes	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.	
<b>Main Topics Covered</b> <b>Part I: Constructing History</b> <ul style="list-style-type: none"> <li>• Key Questions</li> <li>• Case Studies</li> </ul> <b>Part II: History Project</b>	
<b>BHS Course Entry Recommendations:</b> Students must achieve a mark of 85% or above in either Ancient History or Modern History and successfully complete an application process with the Head Teacher of History and the principal to undertake this course  <b>Prerequisites:</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>Particular Course Requirements</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.  The History Project must adhere to the principles and practices of good scholarship, as identified in the <i>HSC: All My Own Work</i> program.  <b>Exclusions:</b> Nil	

<b>Subject: Mathematics Extension 1</b>	
<b>Number of Units:</b> 1 unit	<b>Faculty:</b> Mathematics
<b>Board Developed Course:</b> Yes	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.</p> <p>Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.</p>	
<b>Preliminary</b>	<b>HSC</b>
<b>Topic 1</b> - Functions  <b>Topic 2</b> - Trigonometric Functions  <b>Topic 3</b> - Calculus  <b>Topic 4</b> - Combinations	<b>Topic 1</b> - Proof  <b>Topic 2</b> - Vectors  <b>Topic 3</b> - Trigonometric Functions  <b>Topic 4</b> - Calculus  <b>Topic 5</b> - Statistical Analysis
<b>BHS Course Entry Requirements:</b> <p>Entry to the course requires consultation with your classroom teacher and the Head Teacher of Mathematics. This course requires 3 hours of independent study a week outside of Homework and assessment tasks.</p> <b>Particular Course Requirements</b> <ul style="list-style-type: none"> <li>• The Mathematics Advanced Year 12 course should be taught prior to or concurrently with this course.</li> <li>• The Mathematics Advanced Year 11 course should be taught prior to or concurrently with this course.</li> <li>• 60 indicative hours are required to complete the course.</li> <li>• Students should experience content in the course in familiar and routine situations as well as unfamiliar situations.</li> <li>• Students should be provided with regular opportunities involving the integration of technology.</li> </ul> <b>Exclusions:</b> Mathematics Standard <b>Students who select accelerated mathematics and chemistry will not be able to repeat HSC mathematics due to timetable restrictions.</b>	

<b>Subject: Mathematics Extension 2</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Mathematics
<b>Board Developed Course:</b> Yes	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.</p> <p>Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the subject.</p>	
<b>Preliminary</b>	<b>HSC</b>
	<p><b>Topic 1</b> - Proof</p> <p><b>Topic 2</b> - Vectors</p> <p><b>Topic 3</b> - Complex Numbers</p> <p><b>Topic 4</b> - Calculus</p> <p><b>Topic 5</b> - Mechanics</p>
<b>BHS Course Entry Requirements:</b> <p>Entry to the course requires consultation with your classroom teacher and the Head Teacher of Mathematics. This course requires 4 hours of independent study a week outside of Homework and assessment tasks.</p> <p><b>Particular Course Requirements</b></p> <ul style="list-style-type: none"> <li>• The Mathematics Extension 1 Year 12 course should be taught prior to or concurrently with this course.</li> <li>• 60 indicative hours are required to complete the course.</li> <li>• Students should experience content in the course in familiar and routine situations as well as unfamiliar situations.</li> <li>• Students should be provided with regular opportunities involving the integration of technology to enrich the learning experience.</li> </ul> <p><b>Exclusions:</b> Mathematics Standard &amp; Mathematics Advanced</p>	

<b>Subject: HSC Chinese Extension</b>	
<b>Number of Units:</b> 1 unit	<b>Faculty:</b> LOTE
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Chinese language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate Chinese as a medium for communication and creative thought and expression.</p>	
<b>Theme</b> <ul style="list-style-type: none"> <li>• The individual and contemporary society</li> </ul> <b>Prescribed Issues</b> <ul style="list-style-type: none"> <li>• Divisions in society</li> <li>• The individual's search for identity</li> <li>• Urban versus rural life.</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 view on issues</li> <li>• Analysing aural and written texts</li> </ul>	
<b>Prerequisites:</b> The Chinese Continuers Preliminary course  <b>Co-requisites:</b> The Chinese Continuers HSC course  <b>Exclusions:</b> Nil  <b>BHS Course Entry Requirements:</b> Entry to the course requires consultation with the classroom teacher and Head Teacher of LOTE. This course requires at least 30mins of independent study a day to work on vocabulary and language skills.  <b>Particular Course Requirements:</b> Nil	

## A GLOSSARY OF KEY WORDS FOR HSC STUDENTS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

**Account** - Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse** - Identify components and the relationship between them; draw out and relate implications

**Apply** - Use, utilise, employ in a particular situation

**Appreciate** - Make a judgement about the value of

**Assess** - Make a judgment of value, quality, outcomes, results or size

**Calculate** - Ascertain/determine from given facts, figures or information

**Clarify** - Make clear or plain

**Classify** - Arrange or include in classes/categories

**Compare** - Show how things are similar or different

**Construct** - Make; build; put together items or arguments

**Contrast** - Show how things are different or opposite

**Critically** - Add a degree or level of accuracy depth, knowledge and understanding, (analyse/ logic, questioning, reflection and quality to (analysis/evaluation) evaluate)

**Deduce** - Draw conclusions

**Define** - State meaning and identify essential qualities

**Demonstrate** - Show by example

**Describe** - Provide characteristics and features

**Discuss** - Identify issues and provide points for and/or against

**Distinguish** - Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate** - Make a judgement based on criteria; determine the value of

**Examine** - Inquire into

**Explain** - Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract** - Choose relevant and/or appropriate details

**Extrapolate** - Infer from what is known

**Identify** - Recognise and name

**Interpret** - Draw meaning from

**Investigate** -- Plan, inquire into and draw conclusions about

**Justify** - Support an argument or conclusion

**Outline** - Sketch in general terms; indicate the main features of

**Predict** - Suggest what may happen based on available information

**Propose** - Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall** - Present remembered ideas, facts or experiences

**Recommend** - Provide reasons in favour

**Recount** - Retell a series of events

**Summarise** - Express, concisely, the relevant details

**Synthesise** - Putting together various elements to make a whole