



Strathfield South High School

*Many Cultures, Common Values, One School*

# COURSE INFORMATION HSC 2019-2020

Phone: 9642 4422

Fax: 9742 5942

Email: [strathfies-h.school@det.nsw.edu.au](mailto:strathfies-h.school@det.nsw.edu.au)

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## A MESSAGE FROM THE PRINCIPAL

The information contained in this booklet offers you guidance in the choices that you need to make regarding your Senior study.

You should use the descriptions of coursework, assessment, fees and other requirements contained here to inform the decisions you make regarding your subject choices; but you also need to speaking with your teachers, subject Head Teachers, Careers Adviser and Deputy Principals to ensure that the courses you choose are the most appropriately matched to your interests, goals and abilities.

It is a common mistake for students to choose subjects which they think will help them gain entry into university rather than those that actually interest them, or those which they are capable of successfully completing. This almost always results in students not performing to the best of their ability.

It is also very important to note that you will only have a three-week window (Weeks 6, 7 and 8 of Term 4) to change subjects. Beyond this period, you will be locked into the choices you have made and will need to complete all of the coursework to be eligible for your HSC.

The decisions you are making now will have an impact on your life beyond school, so please choose wisely according to what is best for you – not because of the teacher, or because of what your friends are choosing.

This is your HSC and your future: use this booklet wisely, seek advice, and decide what is best for you.

Mr Simon Paterson  
Principal

# SUBJECT SELECTION

## ROSA REQUIREMENTS

All students will receive a grade for each of their Year 10 subjects based on a range of assessment tasks and their sustained and diligent application to work. These grades will be presented in a Record of School Achievement (RoSA). All students must successfully complete this accreditation before they can begin their Preliminary HSC studies. Grades for each Preliminary subject will also be part of a student's RoSA at the completion of Year 11 and Year 12.

**Step 1:** Identify potential career options and consider how school can help you to prepare for them.

**Step 2:** When you have a few ideas about what you want to do, consider the following:

Remember for maximum employability the following qualities are valued:

- \* flexibility;
- \* a range of skills that enable you to be a creative problem solver;
- \* preparedness to upgrade skills and a commitment to life-long learning.

So, choose subjects that:

- \* enable you to achieve good results;
- \* you enjoy;
- \* reflect your career goals and research;
- \* will maximise your post-school opportunities.

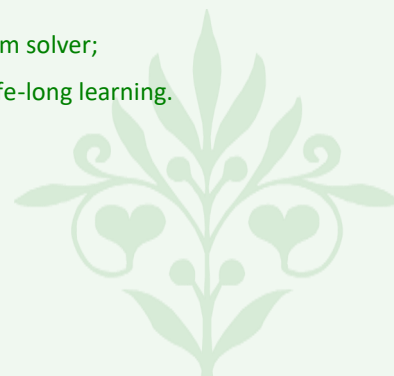
Don't choose subjects based upon:

- \* Friends— your friends often have different abilities, interests and motivations;
- \* Teachers—don't select a course because your favourite teacher may be teaching it.

Then, consider how you will attain the HSC. Will you:

- \* follow a regular two year program;
- \* accumulate your HSC over five years;
- \* repeat courses;
- \* accelerate;
- \* participate in TAFE;
- \* participate in part-time traineeships?

**Step 3:** Choose the courses you would like to study for your HSC at SSHS.



## PATTERNS OF STUDY FOR THE PRELIMINARY AND HSC COURSE

The most striking feature of undertaking Senior study at Strathfield South High School is our *compacted curriculum* model of study. This involves students attaining the HSC in the normal 2-year period, but only studying 3 subjects per year.

Students begin their study of the Preliminary Course in Term 4 of Year 10 and complete 3 subjects – both the Preliminary and HSC components – before sitting their HSC examinations for these subjects in Year 11. After they have completed the first three subjects they will return to school in Term 4 and then study a further three subjects, Preliminary and HSC levels, and sit the HSC for these in Year 12.

The HSC will still take two years for our seniors to complete, but this structure better equips them for success by allowing them to:

- \* Become immersed in the subjects as they will be studying them for 18 periods, or 15 hours, per fortnight.
- \* Build stronger relationships with their teachers as they will see them every day for instruction.
- \* Reduce stress as they only will only have to study for three subjects at a time for the HSC.
- \* Improve focus and sustained effort as the horizon for the completion of their studies is four, rather than, seven terms in length.

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- \* at least six units from *Board Developed Courses*;
- \* at least two units of a *Board Developed Course* in English (English Studies satisfies the pattern of study English requirement);
- \* at least three courses of two units value or greater (either *Board Developed* or *Board Endorsed* courses);
- \* at least four subjects.

You may not count more than six units of Science courses towards the minimum 12 Preliminary units or 10 HSC units required for the award of the Higher School Certificate.

The compressed curriculum offered at SSHS does not come at the expense of time. Indeed teaching time actually benefits from a reduction in the amount of 'reteaching' which has to take place under a model where there are days in between periods of instruction.

Students will still choose 6 subjects for Year 11 but will be given the chance to rechoose for Year 12 after they have had the experience of undertaking Preliminary and HSC studies.

The structure is designed to maximise student subject choices, reduce stress levels, and provide flexibility and learning opportunity to our students. Since its introduction, the model has proven to be effective and popular with students and staff, and we look forward to sharing it with you.

What types of courses can I select?

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

## THERE ARE BROAD CATEGORIES OF COURSES:

### 1. BOARD DEVELOPED COURSES

**CATEGORY A COURSES** - these are more academically rigorous and you need a minimum number of these if you wish to attain an HSC and attend university:

- \* contribute to an ATAR (Australian Tertiary Admissions Rank);
- \* must have at least 8 units of Category A subjects to qualify for an ATAR;
- \* require completion of HSC examination.

**CATEGORY B COURSES** - less academically demanding than Category A courses.

- \* Only 2 units of Category B will be calculated towards an ATAR.

**2. CONTENT ENDORSED COURSES (CEC)** - In Years 11 and 12 we also offer a broad range of Content Endorsed Courses (non-ATAR) designed to support student interests; in particular, those students who may not wish to pursue tertiary studies. These courses are usually more practical in nature and:

- \* count towards the HSC if combined with 6 units of Board Developed Courses;
- \* do not require HSC examination;
- \* do not contribute to an ATAR;
- \* may be delivered by the school or TAFE.

CEC courses offered at SSHS:

- \* Exploring Early Childhood (2 units)
- \* Sport Lifestyle and Recreation (2 units)

**3. VOCATIONAL EDUCATION AND TRAINING COURSES (VET)** - These courses also require you to spend a minimum number of hours in the workplace. They are *Board Developed Courses* that allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation. This accreditation is recognised by industry and employers throughout Australia.

- \* Designed to meet industry training needs
- \* Written and assessed in competency-based terms
- \* Optional HSC examination (required if counting towards an ATAR)
- \* Count towards the HSC
- \* Will enable you to gain advanced standing in several TAFE courses.
- \* Recognise prior learning from other schools or institutions (discuss with VET Coordinator)
- \* require completion of HSC examination.

VET courses offered at SSHS:

- \* Business Services;
- \* Hospitality; Kitchen Operations;
- \* Retail Operations.

## HSC/TAFE CREDIT TRANSFER

The HSC/TAFE credit transfer program allows students to receive advanced standing towards TAFE NSW qualifications for the knowledge and skills they have already achieved in their HSC courses.

The HSC/TAFE Credit Transfer website ([www.det.nsw.edu.au/hsctafe](http://www.det.nsw.edu.au/hsctafe)) contains helpful information for prospective TAFE NSW students to assist them in requesting credit transfer entitlements and making the transition between school and TAFE NSW smoother.

Seek assistance from the Careers Adviser if you require further clarification about recognising prior learning, Credit Transfer or Advanced Standing from HSC courses to TAFE NSW courses.

## STUDENTS WITH SPECIAL EDUCATION NEEDS

Students with special education needs are able to access the Higher School Certificate using a combination of the following:

- \* Board Developed Life Skills Courses;
- \* Board Developed Courses and/or Board Endorsed Courses, including Content Endorsed Courses.

## WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Courses may have a value of 1 unit or 2 units. Most courses are 2 units in value. In the HSC each unit carries a value of 50 marks and therefore a 2 unit course has a value of 100 marks. Extension courses (1 unit each) carry a value of 50 marks.

### 1 UNIT COURSE

- \* 1 unit equals approximately 2 hours of class time each week or 60 hours per year.

### EXTENSION COURSES

Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English and Mathematics (in Years 11 and 12), History and Music (in Year 12 *only*).

Additional English and Mathematics Extension 2 courses are available at HSC levels (Year 12). Students must study the Preliminary Extension Course 1 in these subjects before proceeding to the HSC Extension course 2. The Extension 2 courses require students to work beyond the standard of the Extension 1 course. In this way the course demands increase from 2 units, to Extension 1 and on to Extension 2 (English and Mathematics *only*).

Students cannot combine Standard English or Standard Mathematics 2 unit courses with Extension courses.

Students may choose to study Extension 1 English and Mathematics courses in addition to 12 other units or as part of their 12 units in Year 11 (giving a unit total of 12, 13 or 14). These extension courses run before or after school to allow students to select 12 units of other courses on the regular timetable (Periods 1 to 6). They may then choose to keep one or both courses, or drop one or both, or drop another 2 unit course and keep both Extension courses.

## ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE

To be eligible for the award of the Higher School Certificate, you need to comply with the following:

- \* be enrolled at a NSW government school, or a registered and accredited non-government school, or a TAFE institute;
- \* study a permitted combination of courses;
- \* complete the requirements for each course, including any necessary practical or project work;
- \* complete tasks designed by your school for the internal assessment program in each HSC course;
- \* sit for, and make a genuine attempt at, the required Higher School Certificate examinations.

## HSC RECORD OF ACHIEVEMENT

Students will receive a Higher School Certificate Record of Achievement, which will list the courses they have satisfactorily completed and their examination and school-assessment results. Students who do not satisfy requirements for the HSC Testamur will still receive a Record of Achievement if they complete Year 12. They may choose to complete the remainder of their HSC (to achieve the HSC Testamur) as long as it is done within a 5 year period, including the start of the Preliminary course. This pattern of study up to 5 years is known as Pathways.

## RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The RoSA is a *cumulative* credential which sees students awarded a grade (A-E) at the completion of Stage 5 (Year 10) and the Preliminary course (Year 11). The RoSA also shows courses undertaken by a student (even if not necessarily completed at the point of leaving school) and, where satisfactorily completed, grades awarded through Years 11 and 12. Therefore, the RoSA provides a complete record of student participation and achievement from Year 10 until they leave school.

- \* Students may only progress to the Preliminary Course (Year 11) and then HSC if they successfully complete their RoSA (Year 10).
- \* Only students who leave school and who satisfy eligibility requirements for the RoSA will receive the formal credential.
- \* Students who leave school and who are not eligible for a RoSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed.
- \* All students will also have access to a record of their grades through *Students Online*.
- \* The RoSA offers the opportunity for students who are leaving school before the HSC to sit for literacy and numeracy tests which can provide further evidence to employers of abilities.
- \* The RoSA will also offer opportunities to record a student's extra-curricular activities and therefore further provide a more comprehensive profile of their achievements.

## 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
- \* The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards expected from you.
- \* You are required to complete school-based assessment tasks for most Board Developed HSC Courses (VET and Life Skills Courses have different requirements).
- \* School-based assessment counts for 50% of your overall mark in each course, and is reported on your Higher School Certificate Record of Achievement.
- \* School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination alone. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.
- \* For VET courses, you are assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification but not towards a HSC mark.
- \* 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 and most students across the State will receive a mark of 50 or above. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be 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 FOLLOWING:

- \* Higher School Certificate Testamur
- \* The Record of Achievement to students who have satisfactorily completed any Preliminary or HSC courses. This document lists the courses you have studied and reports the marks and bands you have achieved, and will now include your RoSA grades from for Years 10 and 11.
- \* Course Report, which includes descriptions for each Performance Band describing what students at each level of achievement typically know and can do.)
- \* All students with special education needs who meet the pattern of study requirements and satisfactorily complete the required studies will receive a Higher School Certificate testamur and a Record of Achievement, listing results in Board Developed Courses (including Life Skills Courses) and Content Endorsed Courses. Students will also receive a Student Profile from their school listing the outcomes achieved in each Life Skills Course.

## TERTIARY ENTRY

Entry from Year 12 into University courses in NSW and the ACT generally depends on your Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview, audition or portfolio. The ATAR for every student who completes the necessary pattern of study is calculated by the university sector, not by the NESA.

Details of ATAR requirements can be found in the *Universities Admissions Centre (UAC) Handbook*. UAC can be contacted by phone on (02) 9752 0200 or on the **UAC website:** [www.uac.edu.au](http://www.uac.edu.au)

## IMPORTANT THINGS TO KNOW:

- \* The ATAR is calculated by the university sector and is released by the Universities Admission Centre (UAC).
- \* The Higher School Certificate (HSC) is awarded by the NESA, an independent Statutory Board.
- \* The HSC serves many purposes but the ATAR serves only one – to assist Universities in ranking school leaver applicants from across Australia for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose.
- \* The ranking of students depends solely on their performance in both school-based assessment and HSC examinations in Year 12 *only*.
- \* The ATAR is a rank. It is not a mark.

For more information you should contact one of the following personnel:

- \* the Head Teacher of the relevant subject;
- \* Mrs Lodge, Head Teacher Teaching and Learning;
- \* Mr Hadjisocrataous, Careers Adviser;
- \* Mr Holz / Ms Leiva Deputy Principals;
- \* NESA Liaison Officer (BOSLO)

**BOSLO Metropolitan**  
NESA Offices  
Level 4, 117 Clarence St  
Sydney NSW 2000  
Phone: (02) 9367 8311

## 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 a HSC minimum standard report.

There are no pre-requisites 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 in order 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 Mathematics 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>.

# HSC BOARD DEVELOPED COURSES ON OFFER AT SSHS

## A BROAD AND VARIED CURRICULUM

English	HSIE	Language	Mathematics	Creative and Performing Arts	PDHPE	Science	TAS
English Standard 2 units	Ancient History 2 units	Chinese Beginners 2 units	Mathematics Standard 1 2 units Category B	Drama 2 units	PDHPE 2 units	Biology 2 units	Engineering Studies 2 units (Not offered in 2020)
English Advanced 2 units	Business Studies 2 units	Chinese Beginners 2 units	Mathematics Standard 2 2 units	Music 1 2 units	Community and Family Studies 2 units	Chemistry 2 units	Food Technology 2 units
English Extension 1 1 unit	Economics 2 units	Japanese Beginners 2 units	Mathematics Advanced 2 units	Music 2 2 units	Sport, Lifestyle and Recreation 2 units Non ATAR	Earth & Environmental Science 2 units	Industrial Technology Graphics 2 units
English Extension 2 1 unit Year 12 only	Geography 2 units	Japanese Continuers 2 units	Mathematics Extension 1 1 unit	Music Extension 1 unit (Not offered in 2020)	Exploring Early Childhood 2 units Non ATAR	Physics 2 units	Information Processes & Technology All 2 units
English EAL/D 2 units	Legal Studies 2 units		Mathematics Extension 2 1 unit Year 12 only	Visual Arts 2 units			
English Studies 2 units Category B	Modern History 2 units						
	Society & Culture 2 units						
	History Extension 1 unit Year 12 only						
	Studies of Religion 2 units						

# BOARD DEVELOPED COURSES

**Please note:** that some courses have a cost associated with them. Please be mindful of the approximate costs of courses when making your selections as these **must** be paid. Students who do not pay may be removed from that course.

All students must complete an English course to be eligible for the HSC

## ENGLISH COURSES

### ENGLISH STANDARD

#### Course Description:

In the English Standard Preliminary 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.

In the English Standard HSC 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. In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

#### Course Requirements:

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

- \* one complex multimodal or digital text (this may include the study of film)
- \* one substantial literary print text, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- \* a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- \* a wide range of additional related texts and textual forms.

#### HSC English (Standard) course requires:

- \* 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;
- \* 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;
- \* a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors;
- \* texts with a wide range of cultural, social and gender perspectives.

### ENGLISH ADVANCED

#### Course Description:

In the English Advanced Preliminary 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.

In the English Advanced HSC 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. In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

# BOARD DEVELOPED COURSES

Advanced HSC English continued,

## Course Requirements:

Preliminary English (Advanced) course requires students to study:

- \* 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
- \* 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
- \* texts with a wide range of cultural, social and gender perspectives.
- \* a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- \* a wide range of additional related texts and textual forms.

## HSC English (Advanced) course requires:

- \* 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
- \* at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- \* at least one related text in the *Common module: Texts and Human Experiences*.

This is a challenging course and students who achieve an **A or B Grade** in the **RoSA** will be better equipped to handle its demands.

***Students will only be permitted to study this course with the approval and recommendation of the Head Teacher of English.***

## ENGLISH EXTENSION 1 & 2

Preliminary and HSC English Extension 1, HSC English Extension 2

### COURSE DESCRIPTION:

In the Preliminary English (Extension) course students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. Students will complete a related research project. In the past, students have studied topics such as:

- \* The Gothic – *Dracula, The Castle at Otranto, Edward Scissor Hands*
- \* Utopias and Dystopias – *The Island, A Clockwork Orange, Dylan Thomas*

In HSC English Extension 1 students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Previous electives studied at Strathfield South HS include:

- \* Reimagined Worlds – *If on a Winter's Night a Traveller, Pan's Labyrinth, Life on Mars*

The HSC English Extension 2 (*Year 12 only*) requires the completion of a Major Work, such as a short story (5000 - 6000 words), Critical Response (4000-5000 words), Multimedia (6 - 8min) etc. They also compose a reflection statement, and submit both for examination by the NSW Education Standards Authority, (NESA).

- \* To study the HSC English Extension 2 course (in Year 12), students must be studying HSC Advanced English and HSC English Extension 1.

***Students will only be permitted to study this course with the approval and recommendation of the Head***

# BOARD DEVELOPED COURSES

## ENGLISH EAL/D

The English EAL/D course is for students who have been educated in English for five years or less, either in Australia or overseas.

In the English EAL/D Preliminary 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.

In the English EAL/D HSC 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. 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.

English EAL/D teaches skills in reading, writing, speaking and listening.

English is a compulsory HSC subject. English EAL/D is open to students with another language background who have resided in Australia for five years or less. The five years of residency in Australia is waived for certain students on application to the Principal. English EAL/D equips you with skills in reading, writing, speaking and listening to English which you will need for your future life as a student, worker and member of the Australian community. At the same time, English EAL/D introduces you to the culture and ideas of the country in which you now reside.

### Students study:

- \* a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts;
- \* 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;
- \* a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors;
- \* texts with a wide range of cultural, social and gender perspectives;
- \* engage in regular wide reading connected to, and described in, each of the Modules;
- \* engage in speaking and listening components in each Module.

## ENGLISH STUDIES

2 Unit Category B subject with Optional HSC Examination and ATAR eligibility.

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.

The aim of *English Studies* is to enable students to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society.

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

In the English Studies course, students:

- \* read, view, listen to and compose a wide range of texts including print and multimodal texts
- \* study at least one substantial print text (for example a novel, biography or drama)
- \* study at least one substantial multimodal text (for example film or a television series)
- \* be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- \* develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year

# BOARD DEVELOPED COURSES

## WHICH ENGLISH COURSE SHOULD I SELECT?

### English (Advanced) 2 unit

- \* A RoSA result in English of A or B
- \* Is aimed at the top 30% of students in the state
- \* Is an ideal preparation for university, with a strong focus on extended writing
- \* Has a stronger focus on literature, across novels, plays, film, poetry, etc
- \* Requires students to be able to study at home for English approximately five hours per week.
- \* Is required for students who wish to complete Extension 1 or Extension 2

### English (Standard) 2 unit

- \* Is completed by well over half of the students in the state
- \* Is a blend of modern texts (films, novels, plays, poetry) with important skills such as reading and writing
- \* Is good preparation for university, TAFE, college, or the workplace
- \* Is effective for students who are interested of English and are capable of engaging consistently with the work in the classroom and some essential self-study at home.

### English (EAL/D) 2 unit

- \* Designed for those students that have been educated in the English language for less than 5 years and/or come from non English speaking backgrounds.

### English (Studies) 2 unit, Category B Subject, Optional HSC Examination and ATAR

- \* Is ideal for students who require more practical English skills
- \* Meets the requirements for the awarding of an HSC
- \* Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC
- \* Has the option of sitting for the examination to achieve an ATAR for University Entry
- \* 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.
- \* Is the preferred course for students entering the workforce or vocational training
- \* Feedback from TAFE shows us that students who completed English Studies rather than Standard who go on to TAFE do better in their practical written subjects
- \* Is highly recommended for students who find it difficult to set aside time at home for self-study

### Additional courses:

#### English (Extension 1 and 2) 1 unit each

- \* Are recommended for consideration by students studying Advanced English
- \* Are ideal for those students wishing to complete tertiary studies in literature or the humanities
- \* Are ideal for those students with a passion for the subject and for literature in all its forms
- \* Recommended for students who are able to work independently on projects of their own devising , with support.



# BOARD DEVELOPED COURSES

## HUMAN SOCIETY AND ITS ENVIRONMENT COURSES

### ANCIENT HISTORY

The study of Ancient History offers students the opportunity to investigate the possible motivations and actions of individuals and groups and how they shaped the political, social economic and cultural landscapes of the ancient world. The course is structured to provide study options from the following areas: EGYPT, NEAR EAST, GREECE, ROME, ASIA, the AMERICAS and AUSTRALIA.

#### Preliminary Course

The course comprises of three sections:

- \* Investigating Ancient History
  - a. The Nature of Ancient History: Students develop an understanding of ancient history through the investigation of human remains, archeological and written evidence and methods.
  - b. Case Studies: Topics are chosen from a range of options: *Thera/Atlantis, Trojan War, Tutankhamun's Tomb, Persepolis, The Roman Games, Palmyra and the Silk Road, Ashoka and Ancient Australia.*
- \* Features of Ancient Societies. Topics include: *Weapons and Warfare in Assyria and Rome, Death and Funerary Customs in Old Kingdom Egypt, Women in Ancient Greece and Rome, Power and Image in NK Egypt and Persia, and Slavery in Greece and Rome.*
- \* Historical Investigation. Students engage in a historical investigation of their own choice, either individually or as a group on: aspects of an ancient society, an interpretation of a significant personality, causes and impact of a historical event or a historical debate.

#### HSC Course

The course comprises of four areas of study:

- \* Core Study: *Cities of Vesuvius-Pompeii and Herculaneum.* Cities which were destroyed by a volcanic eruption are investigated to reveal life in Roman times.
- \* One Ancient Societies topic may be selected from: *New Kingdom Egypt, Bronze Age -Minoan Crete, Persian society at the time of Darius and Xerxes, Spartan society to the Battle of Leuctra, Athenian Society in the time of Pericles.*
- \* Personalities in their Times: Students study key features of ONE of the following personalities: *Egypt; Hatshepsut OR Akhenaten, The Near East; Xerxes, Greece; Alexander the Great OR Pericles.*
- \* Historical Periods: ONE area of study is selected from the following: *New Kingdom Egypt, Persia, Greece and Rome.*

### BUSINESS STUDIES

Business Studies helps students to become informed and responsible students by developing an understanding of their interaction with the business environment.

#### Preliminary Course:

*Nature of Business (25%)* covering: The role and nature of business in the economy and identifying how the environment can impact on a business.

*Key Business Functions (30%)* covering: The interdependence of business functions and operations as well as an examination of employment relations, marketing and accounting and finance.

*Establishing a Business (25%)* covering: The issues and steps involved in the establishment of a business, focusing on small businesses.

*Developing a Business Plan (20%)* covering: The role and process of business planning in successful small to medium enterprises.

*Business Research Task* - Students are required to either

- (a) *Investigate an existing small business*                      OR
- (b) *Develop a plan for a hypothetical small business*



# BOARD DEVELOPED COURSES

## HSC course:

*Operations Management (25%)* covering: An examination of the nature and responsibilities of a management within a changing business environment from a theoretical and practical perspective.

*Financial Planning and Management (20%)* covering: The development of an understanding of the role of financial planning within business operation and management and the interpretation of financial information.

*Marketing (25%)* covering: The development of an understanding of the role and nature of marketing in a business and the main elements involved in successful marketing strategies.

*Employment Relations (25%)* covering: An understanding of the nature of effective employment relations and their importance to business operations and society.

## ECONOMICS

Discussion of economic issues dominates the media and politics. By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision making.

Students will benefit from the study of economics if they engage in studies that include business, accounting, finance, media, law, employment relations, history, marketing, and geography.

*If selected as a specialisation at University the study of economics can lead to careers in:*

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| * share markets                  | * resource management                 |
| * finance or commodities markets | * property development and management |
| * business                       | * government                          |
| * economic forecasting           | * foreign affairs                     |
| * banking                        | * economic policy development         |
| * insurance                      |                                       |

### Preliminary Course:

- \* *Introduction to Economics* e.g. the economic problem, choice, types of economic systems;
- \* *Consumer and Business* e.g. factors influencing consumer choice, role of business;
- \* *Markets* e.g. demand and supply analysis, variations in competition and market structures;
- \* *Labour Markets* e.g. wage determination, unions, industrial relations;
- \* *Finance Markets* e.g. institutions, interest rates, the share market;
- \* *Government in the Economy* e.g. role and influence of government, privatisation, welfare.

### HSC Course:

- \* *The Global Economy* e.g. free trade and protection, impact of globalisation;
- \* *Australia's Place in the Global Economy* e.g. exports, imports, exchange rates, foreign debt;
- \* *Economic Issues* e.g. unemployment, inflation, distribution of income and wealth;
- \* *Economic Policies and Management* e.g. Federal Budget, interest rates, and tax reforms.

## GEOGRAPHY

Geography is a subject that investigates the world we live in. It is a key discipline through which students develop the ability to recognise and understand changes and interactions which take place in our world.

Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world.

# BOARD DEVELOPED COURSES

Geography is a life-long interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied.

There are many career opportunities available for those with a knowledge of Geography including: Journalism; Environmental Officer / Manager / Consultant; Engineer; Surveyor; Town/city planner; various Government department positions including Department of Environment; Forestry; Agriculture; National Parks; CSIRO; Meteorologist; Tourism officer; Marine Biologist; Geologist; Landscape architect.

## **Preliminary Course:**

Biophysical interactions covering: The Biophysical Environment; Biophysical processes and issues from either the atmosphere, biosphere, hydrosphere or lithosphere. A case study of a particular natural environment will be conducted here.

Global challenges covering: Population Geography and TWO of the following: Cultural Integration; Political Geography; Development Geography; Natural Resource Use; Senior Geography Project

## **HSC Course:**

- \* *Ecosystems at Risk* covering: Ecosystems and their Management. TWO case studies of different ecosystems such as coastal dunes, wetlands, coral reefs, arid areas, alpine areas, rainforest, temperate forests are studied.
- \* *Urban Places* covering: World Cities - their nature and roles and networks; Mega Cities - issues and problems; Urban Dynamics of change in an urban place
- \* *People and Economic Activity* covering: Global Economic Activity and ONE local case study of an economic enterprise chosen from a range of activities. Options include viticulture and tourism.

Fieldwork is a mandatory requirement of the course and students will be given opportunities to complete fieldwork in a variety of environments. An overnight excursion may be necessary to complete fieldwork activities.

## LEGAL STUDIES

Legal Studies develops students' knowledge, understanding and skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as citizens. It develops an understanding of legal concepts and the way law functions in our society.

Employment Opportunities in this area include:

*Lawyer, Barrister, Police Officer, Mediator, Prosecutor, Sheriff, Journalist, Clerk, various Government Departments including Foreign Affairs, Commerce, Attorney General's Office, Diplomat, Politics.*

## **Course structure:**

### **Preliminary Course:**

- \* *The Legal System;*
- \* *The Individual and the Law;*
- \* *Law in practice:* ONE or more contemporary legal issues are studied;
- \* An excursion to view a trial at the court house will take place in Year 11;
- \* Opportunities exist to participate in the Mock Trial Competition.

### **HSC Course:**

- \* *Crime;*
- \* *Human rights;*
- \* Option Topics: *Family Law, Shelter, Workplace law, Consumers.*

# BOARD DEVELOPED COURSES

## MODERN HISTORY

### Course Description

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.

The Year 11 course comprises three sections.

Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies') Students undertake at least one option from *The Nature of Modern History*, and at least two case studies. This will include subjects such as: *Origins of the Arab-Israeli conflict*, *Decolonisation in Indochina*, *Slave Trade*, *American Civil War*

Historical Investigation (20 indicative hours)

The Shaping of the Modern World (40 indicative hours). At least one study from *The Shaping of the Modern World* is to be undertaken. This will include subjects such as *World War One* and *The French Revolution*.

Historical concepts and skills are integrated with the studies undertaken in Year 11.

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.

### Content

The Year 12 course comprises four sections.

- \* Core Study: *Power and Authority in the Modern World 1919–1946* (30 indicative hours)
- \* One *National Studies* topic (30 indicative hours) such as *Russia*, *USA*, *Australia*, *Iran*
- \* One *Peace and Conflict* topic (30 indicative hours) such as *Indochina*, *Arab-Israeli Conflict*, *Conflict in Europe*.
- \* One *Change in the Modern World* topic (30 indicative hours) such as *Civil Rights in the USA*, *The Nuclear Age*, *Apartheid in South Africa*.

Historical concepts and skills are integrated with the studies undertaken in Year 12.

## HISTORY EXTENSION (YEAR 12 ONLY)

Course Description: HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part I of the course, students investigate the question *What is history?* through a selection of readings and through one case study. In Part II, students design, undertake and communicate their personal historical inquiry.

**What is History?** (60% of course time) Key questions: Who are the historians? What are the aims and purposes of history? How has history been constructed and recorded over time? Why have the approaches to history changed over time?

Students will investigate:

- \* **One** case study from a selection of *Ancient*, *Medieval and Early Modern*, *Modern* and *Australian* options.
- \* **Part II: History Project** (40% of course time) An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.

# BOARD DEVELOPED COURSES

## SOCIETY AND CULTURE

Society and Culture examines the interaction between persons, society, culture and environment over time. The aim is to understand our place in society and to see how social institutions have developed.

### Preliminary Course:

*The Social and Cultural World (20% of course time)* covering: The fundamental concepts are examined in the context of both contemporary society and also societies across time. Students are also introduced to basic social research skills and methodologies.

- \* *Personal and Social Identity (40% of course time)* covering: The process of socialisation and the development of the individual including a study of rites of passage and an examination of the role of the family.
- \* *Intercultural Communication (40% of course time)* covering: A study of how people in different social, cultural and environmental settings can better understand each other and their world.

### HSC Course:

*Personal Interest Project (30% of course time)* covering: A piece of independent social research into an area that the individual student chooses on the basis of a personal interest.

*Social and Cultural Continuity and Change (30% of course time)* covering: An understanding of the nature of continuity and change within a society as well as a theoretical analysis of these processes.

*Depth Studies (40% of course time)* involving a choice of two from:

- \* *popular culture;*
- \* *belief systems;*
- \* *equality and difference;*
- \* *work and leisure.*

## STUDIES OF RELIGION

### Course Description

The Studies of Religion syllabus promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society. Topics covered in the Preliminary course include, *Nature of Religion and Beliefs*, *Religious traditions* and *Religion in Australia*. In the HSC students complete numerous '*Religion Depth studies*.'

In Studies of Religion we look at the circumstances under which religions come into being, their founders, their sacred writings and stories, the structures of believing communities, and how the most important features of these religions develop within different societies. Our main focus is on the study and comparison of features of the five great world religions: *Hinduism, Judaism, Buddhism, Christianity and Islam*.

Through exploring the role that religious beliefs and behaviours play and have played in the lives of individuals and communities we learn to respect and value those religious beliefs and practices, both within and outside of our own community, which are very different from our own. This ability to evaluate other points of view and approach issues from a variety of perspectives will remain one of the most essential elements in all forms of successful cross-cultural communication throughout the twenty-first Century.

# BOARD DEVELOPED COURSES

## LANGUAGE COURSES

### JAPANESE BEGINNERS

#### Course Description

The Japanese Beginners course develops students' knowledge and understanding of Japanese through communicative tasks across a range of themes and topics.

The study of Japanese provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. All six universities in Sydney (*University of Sydney, UNSW, UWS, UTS, Macquarie University and University of Wollongong*) will give bonus points for students who study HSC Japanese course; students will be exempted for the first year Japanese study; students could study combined degree with Japanese and all six universities have multiple exchange programs to Japan.

In addition, the study of Japanese assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.

#### Course Content

The Preliminary Course develops the students' knowledge and understanding of Japanese through communicative tasks across a range of prescribed topics for 120 hours of study.

For the HSC course a further 120 hours are required with students further developing the skills gained in the Preliminary Course.

The prescribed topics provide a series of related learning experiences pertaining to:

- \* *Family life, home and neighbourhood;*
- \* *People, places and communities;*
- \* *Education and work;*
- \* *Friends, recreation and past times;*
- \* *Holidays, travel and tourism;*
- \* *Future plans and aspirations.*

#### Course Requirements

The Preliminary Course is a prerequisite for the study of the HSC course.

# BOARD DEVELOPED COURSES

## JAPANESE CONTINUERS

### Course Description

The Japanese Continuers course develops students' knowledge and understanding of Japanese through communicative tasks across a range of themes and topics.

The prescribed topics provide a series of related learning experiences pertaining to:

- \* *Personal world and current issues;*
- \* *Daily life and leisure;*
- \* *Cultural life and Living in Japan.*

The study of Japanese provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. All six universities in Sydney (University of Sydney, UNSW, UWS, UTS, Macquarie University and university of Wollongong) will give bonus points for students who study HSC Japanese course; students will be exempted for first year Japanese study; students could study a combined degree with Japanese and all six universities have multiple exchange programs to Japan.

In addition, the study of Japanese assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.

### Course Requirements

The Preliminary Course is a prerequisite for the study of the HSC course.

## CHINESE BEGINNERS

### Course Description

The Chinese Beginners course develops students' knowledge and understanding of China through communicative tasks across a range of themes and topics.

The study of Chinese provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. All six universities in Sydney (*University of Sydney, UNSW, UWS, UTS, Macquarie University and University of Wollongong*) will give bonus points for students who study HSC Chinese course; students will be exempted for first year Chinese study; students could study combined degree with Chinese and all six universities have multiple exchange programs to China.

In addition, the study of Chinese assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.

### Course Content

The Preliminary Course develops the students' knowledge and understanding of Chinese through communicative tasks across a range of prescribed topics for 120 hours of study.

For the HSC course a further 120 hours are required with students further developing the skills gained in the Preliminary Course.

The prescribed topics provide a series of related learning experiences pertaining to:

- \* *Family life, home and neighbourhood;*
- \* *People, places and communities;*
- \* *Education and work;*
- \* *Friends, recreation and past times;*
- \* *Holidays, travel and tourism;*
- \* *Future plans and aspirations.*

# BOARD DEVELOPED COURSES

## CHINESE CONTINUERS

### Course Description

The Chinese Continuers course develops students' knowledge and understanding of Chinese through communicative tasks across a range of themes and topics.

The prescribed topics provide a series of related learning experiences pertaining to:

- \* *Personal world and current issues;*
- \* *Daily life and leisure;*
- \* *Cultural life and Living in China.*

The study of Chinese provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. All six universities in Sydney (*University of Sydney, UNSW, UWS, UTS, Macquarie University and University of Wollongong*) will give bonus points for students who study HSC Chinese course; students will be exempted for first year Chinese study; students could study a combined degree with Chinese and all six universities have multiple exchange programs to China.

In addition, the study of Chinese assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.

### Course Requirements

The Preliminary Course is a prerequisite for the study of the HSC course. Eligibility rules apply for students interested in studying Chinese Continuers

## CHINESE & LITERATURE

### Course Description

In the Preliminary course, students will develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues. 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.

The prescribed topics provide a series of related learning experiences pertaining to:

- \* *The individual and the community;*
- \* *Youth culture;*
- \* *The Chinese community overseas;*
- \* *Global issues.*

The study of Chinese provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. All six universities in Sydney (*University of Sydney, UNSW, UWS, UTS, Macquarie University and University of Wollongong*) will give bonus points for students who study HSC Chinese course; students will be exempted for first year Chinese study; students could study a combined degree with Chinese and all six universities have multiple exchange programs to China.

In addition, the study of Chinese assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training.

### Course Requirements

The Preliminary Course is a prerequisite for the study of the HSC course.

**Prerequisites:** A cultural and/or linguistic background in Chinese is assumed. **Exclusions:** Chinese Beginners; Chinese Continuers; Chinese Extension; Chinese in Context. Eligibility rules apply to the study of this subject



# BOARD DEVELOPED COURSES

## MATHEMATICS COURSES

There are six Board-developed Mathematics courses of study for the Higher School Certificate: *Mathematics Standard 1*, *Mathematics Standard 2*, *Mathematics Advanced*, *Mathematics Extension 1*, *Mathematics Extension 2* and *Mathematics Life Skills*.

### MATHEMATICS STANDARD 1

#### Course No:

11236 Year 11 Mathematics Standard

15231 Year 12 Mathematics Standard 1. (Category B, with optional HSC Examination for ATAR eligibility)

2 units Year 11 (Preliminary) and Year 12 (HSC).

#### Board Developed Course.

**Prerequisites:** The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and some substrands of Stage 5.2:

**Exclusions:** 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.

#### Course Description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).
- Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol  $\diamond$ . Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.
- To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.

### MATHEMATICS STANDARD 2

#### Course No:

11236: Year 11 Mathematics Standard

15236 Year 12 Mathematics Standard 2.

2 units Year 11 (Preliminary) and Year 12 (HSC).


#### Board Developed Course.

**Prerequisites:** The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all sub-strands of Stage 5.1 and some sub-strands of Stage 5.2:



# BOARD DEVELOPED COURSES

**Exclusions:** 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 2 Year 12 course.

Students who have followed the Mathematics Standard  pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.

## Course Description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.

## MATHEMATICS ADVANCED

**Course No: 11255 Year 11 and 15250 Year 12**

2 units for each of Preliminary and HSC

Board Developed Course

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

**Exclusions:** Mathematics Standard

## Course Description

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

### Who is this course for?

The recommended minimum requirement is 80% at Year 10 Advanced. Students who participate in this course are expected to have strong algebraic skills.

***Students will only be permitted to study this course with the approval and recommendation of the Head Teacher of Mathematics.***

## MATHEMATICS EXTENSION 1

**Course No: 15250**

1 unit in each of Preliminary (Preliminary Mathematics Extension) and HSC of Mathematics Years 7–10 Syllabus.

**Exclusions:** Mathematics Standard

## Course Description

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

# BOARD DEVELOPED COURSES

studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

## MATHEMATICS EXTENSION 2 (Year 12 only)

**Course No: 15260**

1 unit for the HSC

### **Board Developed Course**

The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

**Exclusions:** Mathematics Standard

### **Course Description**

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

*Students will only be permitted to study Mathematics Extension with the approval and recommendation of the Head Teacher of Mathematics.*

## MATHEMATICS LIFE SKILLS

**Course No: 16611**

2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**Exclusions:** Mathematics Standard, Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2

### **Course Description:**

The Stage 6 Mathematics Life Skills course aligns with the rationale, aim and objectives of the Stage 6 Mathematics Standard course. The Life Skills content has been developed from the Mathematics Standard syllabus to provide opportunities for integrated delivery.

The Stage 6 Mathematics Life Skills course focuses on the development of students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school contexts.

Students are provided with opportunities to apply mathematical operations to practical situations and develop problem-solving in real-life situations. They develop their practical skills in *measurement, calculating with money, statistics and using plans and maps*. Students also have the opportunity to explore the concepts of earning and spending money and apply their understanding in a range of financial decision-making contexts of Mathematics. Study in Stage 6 Mathematics Life Skills course enhances students' access to community living, further education, training and employment

# BOARD DEVELOPED COURSES

## CREATIVE AND PERFORMING ARTS COURSES

### DRAMA

#### Course Description:

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences. **Preliminary course** content comprises an interaction between the components of *Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles*. Learning is experiential in these areas.

The **HSC content** area comprises *Australian Drama and Theatre and Studies in Drama and Theatre*. This involves the theoretical study through work shopping themes, issues, style conventions, movements and social and political implications of theatre.

The Group Performance of between 3 and 6 students, involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project students demonstrate their expertise in a particular area. They choose one project from *Critical Analysis, Design, Performance, Script-writing or Video Drama*.

#### Course Requirements:

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, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing *Individual Project Design* or *Critical Analysis* should base their work on one of the texts listed in the published list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

***Selection into this course will be done on the basis of demonstrated outstanding school attendance and ability to work effectively as a team. The Principal will make the final decision about the composition of the class based on the recommendation of the Drama teacher and the Head Teacher CAPA***

# BOARD DEVELOPED COURSES

## VISUAL ARTS

### Course Description:

Visual Arts involves students in the practices of art making, art criticism and art history and links them together. Students develop their own artworks culminating in a submission of *body of work* in the HSC course that reflects students' knowledge and understanding about the practices. This demonstrates their ability to resolve a conceptually strong work. Students critically investigate *works, critics, historians* and *artists from Australia* as well as those from *other cultures, traditions and times*.

The Preliminary course is broad, covering a range of practical options such as *photography, painting, graphics, print-making, ceramics, drawing and computer graphics*; while the HSC course provides for deeper, increasingly more independent investigations into practical areas of individual interest.

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. Please be aware that you do not need to have any prerequisite skills to do this Visual Arts course. We all start from scratch.

### Course Requirements:

#### Preliminary Course:

- \* *artworks in at least 3 forms and the use of a process diary is worth 50% of your final result*
- \* *a broad investigation of ideas in art criticism and art history*
- \* *display these skills in a 1½ hour yearly examination - 50%*

#### HSC Course:

- \* *development of a body of work and use of a process diary is worth 50% of your HSC result*
- \* *a minimum of 5 Case Studies (4-10 hours each)*
- \* *deeper and more complex investigations of ideas in art criticism and art history*
- \* *a 1½ hour external written examination worth 50% of your HSC result*
- \* *the use of a Visual Arts process diary as development for your body of work*

### Course Assessment (both for Year 11 & 12)

50% making (practical)

50% critical and historical studies

# BOARD DEVELOPED COURSES

## MUSIC 1

### Course Description:

In the Preliminary and HSC course students will study the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles and periods of music with emphasis being placed on performance.

Students will also choose 3 elective topics in both the Preliminary and HSC course with one topic being able to be carried through and developed in greater depth. There are a variety of topics including: *Rock, Pop, Music of the 20<sup>th</sup> and 21<sup>st</sup> century, Theatre Music and Jazz.*

In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course. Students are required to keep a portfolio of the development of each of the following components; Core Composition and Elective Composition

### Who is this course for?

This course is designed for students with a more performance based, less theoretical background. An ability to aurally analyse music using the music concepts developed throughout this course.

## MUSIC 2

### Course Description:

In the Preliminary and HSC courses, students will study the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students nominate one elective study in performance, composition or musicology. This course assumes students have some prior knowledge of music. Students study one Mandatory topic covering a range of content and one Additional Topic. In the Preliminary course, the Mandatory Topic is Music 1600-1900. The Additional Topic is chosen from a list of six topics, covering a broad range of styles, periods and genres.

In the HSC course, the Mandatory Topic is Music from the Last 25 Years (Australian focus).

### Course Requirements:

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

All students will be required to develop a composition portfolio for the core composition.

### Who is this course for?

This course is for students with a greater theoretical background in music concepts and musicianship skills. This course is for students intending to continue studies in Music after the HSC.

## MUSIC EXTENSION (YEAR 12 ONLY) (*Not offered in 2020*)

As an extension of studies in Music 2, students will develop and expand aural awareness and understanding through their specialisation in:

- \* *Performance or*
- \* *Composition or*
- \* *Musicology.*

Each student will follow an individual program of study which will be negotiated between the teacher and student. This course is available to Music 2 students in Year 12.

# BOARD DEVELOPED COURSES

## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION COURSE

### PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

The aim of PDHPE is to develop in each student the capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

#### Preliminary Course Description:

The Preliminary course examines a range of areas that underpin health and physical activity. These include *how people think about health and physical activity, the management of personal health and the principles of movement*. Students have the opportunity to study from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

#### HSC Course Description:

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*.

### COMMUNITY & FAMILY STUDIES

#### Course Description:

Community and Family Studies at Stage 6 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively. Students will investigate *interpersonal relationships and well-being throughout the lifespan and their contribution to personal growth and development within the family and workplace*.

This course is suitable for students interested in career choices such as Teaching, Nursing, Doctors, Social Work, Psychology and Management.

#### Topics studied:

##### Preliminary Course

- \* *Resource Management*
- \* *Individuals and Groups*
- \* *Families and Communities*

##### HSC Course

- \* *Research Methodology*
- \* *Groups in Context*
- \* *Parenting and Caring*
- \* *Plus one optional strand.*

#### Course Requirements:

As part of the HSC, students are required to complete an Independent Research Project. 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*.

# BOARD DEVELOPED COURSES

## SCIENCE COURSES

### WHY STUDY SCIENCE?

Students that have completed mandatory Year 7-10 Science have developed a basic understanding and awareness of the daily activities that involve science in our world. In Year 11 and 12, students may choose to extend their understanding to more specialised areas in Science such as *Biology, Chemistry, Physics or Earth and Environmental Science*. In doing so, students will be preparing their foundation for tertiary studies that require scientific skills and knowledge. However, students may also choose a science to study because they have a natural interest or aptitude towards this area.

Career choices that require specialised Stage 6 Science may include: *aviation, medicine, health sciences, sports science, engineering, research, veterinary science, data analyst, psychology, laboratory technician and many more.*

### BIOLOGY

#### What is studied in the Preliminary Course (Year 11)?

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.

The Year 11 course consists of four modules.

**Module 1** *Cells as the Basis of Life*

**Module 2** *Organisation of Living Things*

**Module 3** *Biological Diversity*

**Module 4** *Ecosystem Dynamics*

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. 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. Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

#### What is studied in the HSC Course (Year 12)?

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 considering their uses in the treatment, prevention and control of infectious and non-infectious diseases.

The Year 12 course consists of four modules.

**Module 5** *Heredity*

**Module 6** *Genetic Change*

**Module 7** *Infectious Disease*

**Module 8** *Non-infectious Disease and Disorders*

#### Who is this course for?

This Biology course is suitable for students who have developed a strong interest in biological sciences of plants, animals and their environment. Students need to have achieved a high level of knowledge and understanding of Stage 5 Science particularly the working scientifically skills.



# BOARD DEVELOPED COURSES

## CHEMISTRY

### What is studied in the Preliminary Course?

The Year 11 course develops the knowledge, understanding and skills of students 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.

The Year 11 course consists of four modules.

**Module 1** *Properties and Structure of Matter*

**Module 2** *Introduction to Quantitative Chemistry*

**Module 3** *Reactive Chemistry*

**Module 4** *Drivers of Reactions*

### What is studied in the HSC Course?

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. Through this students develop to an understanding of the structure, properties and trends of and between classes of chemicals.

The Year 12 course consists of four modules.

**Module 5** *Equilibrium and Acid Reactions*

**Module 6** *Acid/base Reactions*

**Module 7** *Organic Chemistry*

**Module 8** *Applying Chemical Ideas*

### Who is this course for?

This Chemistry course is designed for students who have earned a substantial achievement in Year 10 Science (RoSA Grade A - C) and developed an understanding of The Periodic Table, atomic theory and bonding in chemicals. Also, a strong application of Year 10 Mathematics and English literacy, would benefit the students greatly.

## EARTH AND ENVIRONMENTAL SCIENCE

### What is studied in the Preliminary Course

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impacts on the Earth's resources and its surface.

The Year 11 course consists of four modules.

**Module 1** *Earth's Resources*

**Module 2** *Plate Tectonics*

**Module 3** *Energy Transformations*

**Module 4** *Human Impacts*



# BOARD DEVELOPED COURSES

## What is studied in the HSC Course (Year 12)?

The Year 12 course investigates how the *processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate*. Investigation of hazards, the severity of their effects and resource management are also considered which leads to an understanding of the need to focus on theme for the long term welfare of our planet and all forms of life dependent upon it.

The Year 12 course consists of four modules.

**Module 5** *Earth's Processes*

**Module 6** *Hazards*

**Module 7** *Climate Science*

**Module 8** *Resource Management*

**Who is this course for?** This Earth and Environmental course is designed for students who have an interest in geological sciences and the environment. Students need to have achieved a reasonable understanding of Stage 5 Science.

## PHYSICS

### What is studied in the Preliminary Course (Year 11)?

The Year 11 course develops a 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*.

The Year 11 course consists of four modules.

**Module 1** *Kinematics*

**Module 2** *Dynamics*

**Module 3** *Waves and Thermodynamics*

**Module 4** *Electricity and Magnetism*

### What is studied in the HSC Course (Year 12)?

The Year 12 course provides avenues for students to apply the concepts they learned about in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

The Year 12 course consists of four modules.

**Module 5** *Advanced Mechanics*

**Module 6** *Electromagnetism*

**Module 7** *The Nature of Light*

**Module 8** *From the Universe to the Atom*

**Who is this course for?** This Physics course is designed for students who have earned a substantial achievement in Year 10 Science (RoSA Grade A-C). Students are highly recommended to also take up Mathematics 2U in conjunction with Physics.

# BOARD DEVELOPED COURSES

## TECHNOLOGY AND APPLIED STUDIES COURSES

### ENGINEERING STUDIES *(Not offered in 2020)*

The fee for this course is \$40

#### Course Description:

This course offers student's high order thinking skills in associated with the study of engineering, its practices and associated methodologies. It is directed towards the application and advancement of skills associated with mathematics, science and technology and is integrated with Business and Management.

There are competitions, business industry and university links – for the advancement of engineering in Australia to help build careers such as Materials, Mechanical, Civil, Structural, and Electrical Environmental Engineering, Architectural fields.

#### Preliminary Course:

Students undertake the study of 4 modules:

- \* *Engineering Fundamentals, Engineering Applications, Braking Systems;*
- \* *one focus module relating to the field of Bio-Engineering or one school-based elective module.*

#### HSC Course:

Students undertake the study and develop an engineering report for each of 4 modules:

- \* *three application modules (based on engineering products). At least one product is studied from each of the following categories: civil structures as well as personal and public transport;*
- \* *two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.*

### FOOD TECHNOLOGY

The fee for this course is \$120

#### Course Description:

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations. This course is suitable for students interested in looking towards the following careers: Dietician, Sports Nutritionist, Personal Training or the Food and Service Industry.

#### Course Requirements:

There is no prerequisite study for the 2 Unit Preliminary course. Completion of the 2 Unit Preliminary course is a prerequisite to the study of the 2 Unit HSC Course.

#### Topics to be studied

#### Preliminary Course:

- \* *Food availability and selection;*
- \* *Food Quality;*
- \* *Nutrition.*

#### HSC Course:

- \* *The Australian Food Industry;*
- \* *Food Manufacture;*
- \* *Food Product Development;*

*plus one optional strand either*

- \* *Contemporary Food Issues: Nutrition; OR*
- \* *Contemporary Food Issues.*

It is a mandatory requirement that students undertake practical activities in food preparation and presentation.

# BOARD DEVELOPED COURSES

## INDUSTRIAL TECHNOLOGY GRAPHICS

**You can only study ONE OPTION in Industrial Technology**

**The fee for each of these course**

### **Course Description:**

Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgments about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organisation of industry

Students will develop through experience their practical skills and relate these to industrial technologies.

Both the Preliminary and HSC courses are organised around four sections:

- \* *Industry Study;*
- \* *Design, Management and Communication;*
- \* *Production;*
- \* *Industry Related Manufacturing Technology.*

## INFORMATION PROCESS AND TECHNOLOGY

### **Course Description:**

Information Process and Technology is the study of computer based information 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.

Computing is an area of rapid growth and change. While a variety of computer applications are used in this subject, they are not the primary focus. The focus of this subject is the development of computer-based solutions that require the design of computer software.

Students interested in the fields of software development and computer science will find this subject of value. The subject is not only for those who seek further study or careers in this field, but also for those who wish to understand the underlying principles of software design and development. Students with software development skills wishing to acquire team and communication skills will find this subject useful.

Areas covered include:

- \* *Concepts and Issues in the Design and Development of Software;*
- \* *Development and Impact of Software Solutions including; Social and ethical issues;*
- \* *Hardware and software;*
- \* *Application of software development approaches;*
- \* *Software development approaches;*
- \* *Software Development Cycle;*
- \* *Developing a Solution Packages;*
- \* *Developing Software Solutions.*

# BOARD DEVELOPED COURSES

## **Preliminary Course:** Introduction to Information Skills and Systems (20%)

- \* Information Systems in Context
- \* Information Processes
- \* Digital Representation of Data
- \* Classification of Information Systems
- \* Social and Ethical Issues

## Tools for Information Processes (40%)

- \* Collecting
- \* Organising
- \* Analysing
- \* Storing and retrieving
- \* Processing
- \* Transmitting and receiving
- \* Displaying

## Planning, Design and Implementation (20%)

- \* Understanding the problem to be solved
- \* Making decisions
- \* Designing solutions
- \* Implementing
- \* Testing, evaluating and maintaining
- \* Social and ethical issues

## Personal and Groups Systems and Projects (20%)

- \* Personal Information Systems
- \* Group Information Systems

## **HSC Course**

### Project(s) (20%)

- \* Understanding the problem
- \* Making decisions
- \* Designing solutions
- \* Project management
- \* Social and Ethical Design
- \* Implementing
- \* Testing, evaluating and maintaining

### Information Systems and Databases (20%)

- \* Information Systems
- \* Examples of Database Information Systems
- \* Organisation methods
- \* Storage and retrieval
- \* Other information processes
- \* Issues related to Information Systems

### Communication Systems (20%)

- \* Characteristics of Communication Systems
- \* Examples of Communication Systems
- \* Transmitting and receiving in Communicating Systems
- \* Other Information Processes in Communication Systems
- \* Issues related to Communication Systems

### Option Strands (40%)

Students will select two of the following options:

- \* Transaction Processing Systems
- \* Decision Support Systems
- \* Automated manufacturing Systems
- \* Multimedia Systems

## **Course Requirements:**

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course

# CONTENT ENDORSED COURSES

## EXPLORING EARLY CHILDHOOD (2 UNIT)

This course is suitable for students interested in childcare, pre-school teaching, teaching and nursing.

Our society acknowledges childhood as a unique and intense period for growth, development and learning. By providing members of society with knowledge about childhood development they will then be able to support and encourage this development when interacting with children. The Exploring Early Childhood course aims to achieve this by providing students with an overview of development and related issues within an early childhood context. It provides the opportunity to consider all issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

The studying of Exploring Early Childhood will support students in developing a commitment to and capacity for life-long learning in this area. This may lead to further post school study at university or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

### COURSE STRUCTURE

#### Core Studies

The core studies are compulsory. There are three parts to the core:

- \* Part A *Pregnancy and Childbirth*
- \* Part B *Child growth and development*
- \* Part C *Promoting positive behaviour*

Students will be required to have a computerised baby for one week as part of an assessment in child growth and development.

#### Modules

13 of the following will be studied:

- \* *Learning experiences for young children;*
- \* *Play and the developing child;*
- \* *Starting school;*
- \* *Gender and young children;*
- \* *Children and change;*
- \* *Children of Aboriginal and Torres Strait Islander communities;*
- \* *Historical and cultural contexts of childhood;*
- \* *The children's services industry;*
- \* *Young children and media;*
- \* *Young children and the law;*
- \* *Children's literature;*
- \* *Food and nutrition;*
- \* *Child health and safety;*
- \* *Young children with special needs.*

Students who complete this course are eligible to apply for the Red Cross Advanced Child Care Certificate.

# CONTENT ENDORSED COURSES

## SPORT, LIFESTYLE AND RECREATION STUDIES (2 UNIT)

### Course Aim:

The Sport, Lifestyle and Recreation Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.

This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

The course comprises of 15 optional modules such as *First Aid and Sports Injuries, Fitness, Outdoor Recreation, Sports Administration, Games and Sports Applications and Sports Coaching and Training*. Schools are able to select from these modules to develop programs which respond to student needs and interests.

## VOCATIONAL EDUCATION AND TRAINING (VET)

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 the 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 move to various education and training sectors and employment.

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

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 requirement and include 70 hours of industry specific mandatory work placement or simulated workplace hours as specified by NESA.

Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations therefore can't count in the calculations of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

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 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.

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 that the course is suitable for their individual needs, knowledge and skills.



Public Schools NSW, Ultimo Registered Training Organisation 90072  
VOCATIONAL EDUCATION and TRAINING  
2019 BUSINESS 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.

Course: **Business 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.

**BSB20115 Certificate II in Business**  
**Units of Competency**

**Core**

BSBWHS201 Contribute to health and safety of self and others

**Electives**

BSBCUS201 Deliver a service to customers  
BSBIND201 Work effectively in a business environment  
BSBINM201 Process and maintain workplace information  
BSBINM202 Handle mail  
BSBINN201 Contribute to workplace innovation  
BSBCMM201 Communicate in the workplace  
BSBITU201 Produce simple word processed documents  
BSBITU202 Create and use spread sheets  
BSBITU203 Communicate electronically

BSBSUS201 Participate in environmentally sustainable work practices  
BSBWOR204 Use business technology

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

TLIP2029 Prepare and process financial documents  
BSBITU307 Develop keyboarding speed and accuracy

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 business environment. They should be able to use a personal computer. There will be out of class homework, research activities and assignments.

Examples of occupations in the business services industry:

administration assistant	office junior	information desk operator
clerical worker	receptionist	data entry operator

**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.

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

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.

**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 \$**

**50**

**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>





## 2019 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.

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 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

SITHCCC001	Prepare and present simple dishes
SITHCCC002	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 out of school hours events and functions. 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 \$ 220 Other \$ 75 (chef's uniform\_**  
**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>



Course: **Retail Services**  
Board Developed Course  
(ATAR)

2 or 4 Preliminary and/or HSC units in total  
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.

**SIR30216 Certificate III in Retail**  
**Units of Competency**

<b>Core</b>		<b>Electives</b>
SIRXCEG001	Engage the customer	SIRXIND002 Organise and maintain a store environment
SIRXCEG002	Assist with customer difficulties	SIRRINV002 Control stock
SIRXCEG003	Build customer relationships and loyalty	SIRRMER001 Produce visual merchandise displays
SIRXCOM002	Work effectively in a team	SIRXPDK001 Advise on products and services
SIRXIND001	Work effectively in a service environment	SIRRINV001 Receive and handle retail stock
SIRXIRSK001	Identify and respond to security risks	<b>Additional for HSC requirements</b>
SIRXSLS001	Sell to retail customer	SIRXSLS002 Follow point of sale procedures
SIRXWHS002	Contribute to workplace health and safety	

**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 \$ 50**

**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>

# VOCATIONAL EDUCATION AND EDUCATION COURSES

## HOSPITALITY FOOD AND BEVERAGE

Course Name	Units/ Yrs	Location	Yr 11	Yr 12
Animal Studies	2X2	Ultimo	✓	
	2x1	Ultimo		✓
Arts (Visual Arts Craft & Design)	2X 1	Enmore	✓	
Arts (Fine)	2X1	Enmore		✓
Creative Arts & Illustration	2X2	St George	✓	
Creative Arts & Illustration	2X2	St George (GRC)	✓	
Creative Design Industries	2x2	St.George	✓	
Creative Design Industries	2X2	St George (GRC)	✓	
Automotive - Air Brushing	2x1	Ultimo, St George	✓	✓
Air Brushing - Automotive	2x1	St George	✓	✓
Mechanical	2x2	St.George, Gymea, Ultimo	✓	
Mechanical	2x1	Ultimo		✓
Motorcycles	2x1	Ultimo	✓	✓
Paint/Panel	2X2	St.George	✓	
	2x1	St.George		✓
	2x1	Ultimo		✓
Vehicle Servicing - Traineeship	4x1	St.George		✓
	2x1			
Aviation - Aircraft Operation (Theory)	2x1	Ultimo		✓
Aviation - Aircraft Operation (Theory)	2x2	Ultimo	✓	
Aviation - Aircraft Operation (Theory)	2x2	Gymea	✓	
Baking - Retail	2x2	Ultimo	✓	
	2x1	Ultimo		✓
	2x2	Gymea	✓	
Beauty Therapy	2X1	Petersham, Sutherland - Gymea	✓	✓
	2x2	Petersham, Sutherland - Gymea	✓	✓
Beauty Therapy – Makeup Services	2x1	Ultimo, Gymea	✓	✓
Boating Services (Metal & Engineering)				
Business Management – Human Resources	2x1	Petersham, St George	✓	✓
Business Services (120 hrs)*	2x1	St George, Ultimo,	✓	✓
Business Services (240 hrs)*	2x2	Sutherland –Gymea, Ultimo	✓	✓
Business Services (240 hrs)*	2x2	St George	✓	
Children's Services - Introduction	2x1	Randwick, Sutherland-Loftus	✓	✓
Children's Services - Introduction (continuing)	2x1	Randwick		✓
Children's Services – continuing Students	2x1	Petersham	✓	✓

# VOCATIONAL EDUCATION AND EDUCATION COURSES

Course Name	Units/ Yrs	Location	Yr 11	Yr 12
Computer (CAD) – Skills	2/1	Petersham, Ultimo, St George	✓	✓
Computer Hardware Servicing	2/1	Ultimo, Petersham	✓	✓
Computer Hardware Servicing	2/1	St George	✓	
Computer Hardware Servicing	2/2	St George	✓	✓
Construction (240 hrs) *	2/2	Randwick, Sutherland-Gymea	✓	
Design – Foundations – Graphic Design	2/1	Enmore, St George, St George (GRC-Oatley)	✓	✓
Design – Foundations - Fashion	2/1	Ultimo	✓	
Design – Foundations - Interior	2/2	Enmore	✓	✓
Electrotechnology – (Electrical Trade)	2/1	Petersham	✓	
Electrotechnology – (Electrical Trade)	2/2	Sutherland-Gymea	✓	
Electrotechnology – (Electrical Trade)	2/2	St George	✓	✓
★ Entertainment (240 hours) *	2/2	Randwick	✓	
Floristry	2/1	Ultimo	✓	✓
Hairdressing	2/1	Sutherland-Gymea, Petersham, Ultimo	✓	✓
Hospitality - Food & Beverage (240 hours) *	2/2	Sutherland – Loftus, Ultimo	✓	
Hospitality - Commercial Cookery (240 hours) *	2/2	Sutherland-Loftus	✓	
Indigenous Food and Culture	2/1	Sutherland- Loftus	✓	
★ Information Technology (240 hours) *	4/1	Petersham / Loftus	✓	
Information Technology (120 hours) *	2/2	Sutherland - Loftus	✓	✓
Marine Operations	2/1	Ultimo	✓	✓
Marketing	2/1	Sutherland-Gymea	✓	✓
Marketing	2/1	St George, Ultimo	✓	
Media – News Journalism	2/1	Petersham	✓	✓
Multimedia	2/1	Loftus, Enmore	✓	✓
Music Industry – Foundation	2/1	Gymea Ultimo	✓	✓
Nursing Studies	2/1	St George	✓	✓
Photography	2/2	St George, Oatley	✓	✓
Plumbing - Techniques	2/2	Sutherland-Gymea	✓	✓
Plumbing - Techniques	2/1	Randwick	✓	
Property Services – Real Estate	2/1	Ultimo, Randwick	✓	
Property Services – Real Estate	2/1	Oatley	✓	✓
Property Services - Real Estate	2/2	St George	✓	
Radio Broadcasting	2/1	Petersham	✓	✓
Retail Operations (120 hours) *	2/1	Ultimo	✓	✓
Retail Operations (240 hours) *	2/2	Gymea, Ultimo	✓	✓
Screen	2/1	Sutherland - Gymea	✓	✓
Sport & Recreation - Fitness	2/1	Sutherland-Loftus	✓	✓
Teleservices	2/1	St George	✓	✓
Tourism *	2/2	St George, Ultimo, Oatley, Loftus	✓	✓
Web Design	2/1	Sutherland - Loftus	✓	✓
Youth Work (Community Services)	2/1	Loftus	✓	✓

Speak with Mr Hadjisocrataous regarding TAFE VET Expression of Interest forms and due dates.

## EXPECTATIONS AND COMMITMENT TO LESSONS AND STUDY

For students who choose to go on to Years 11 and 12, lessons and study should be regarded as their most important activity. For this reason, the school and your lessons are organised so that there is minimum disruption. Teachers will assume that you wish to do well in your studies and will assist you to achieve your potential.

- \* Students are required to attend all lessons unless they are ill and at home.
- \* Students who attend lessons regularly and work conscientiously will have this mentioned positively in their school references and can be expected to achieve their best result in the HSC.
- \* Where students do not make a reasonable effort in lessons or with home assignments and study, a letter will be sent to parents informing them of this. If the poor effort continues, the student may not receive an award in that subject in the HSC.
- \* If the students are absent from a lesson because of illness, it is their responsibility to catch up on what was done and to find out about any assignments that may have been set. They should consult with their teacher about the work covered during their absence.
- \* If you are timetabled to have a lesson and the teacher is present at school, then the lesson will be held even if some or many students are absent. The absent students are to catch up on any work missed.
- \* If a teacher has set class or home work in preparation for lessons, then those lessons will be given as if the work was done. Teachers will not reschedule or repeat lessons for students who do not do the required work.
- \* Normal lessons will be taught up to and including the last day of each term. These lessons will not be repeated.
- \* Part-time jobs, etc. will not be accepted as excuses for work not done.

**If you intend to continue with your education at Strathfield South High School, you are expected and need to make a commitment to full attendance, apply yourself to all class activities, homework, assignments, assessment tasks, study and conduct.**

# TAFE School Application Form

Name of Student requesting TAFE course\_\_\_\_\_

Name of possible TAFE courses:

1

2

3

Which school course would you ultimately like to drop in the event of gaining entry to TAFE \_\_\_\_\_

For each course you have nominated above, outline the reasons why you require to study it at TAFE.

1

2

3

Parent Signature

Student signature

Date\_\_/\_/\_\_

*This form must be given to the Careers Adviser when complete. Do not assume, you will be permitted to enrol in the TAFE course. Numbers are limited.*

Panel notes and final decision

Student Name:\_\_\_\_\_

Careers Adviser

Deputy Principal, Year 11 Principal

Date\_\_/\_/\_\_