

# Course Selection

## 2024

### Stage 6

### Year 11 and 12 Courses



## Sydney Distance Education High School

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<https://sydneyh-d.schools.nsw.gov.au/about-our-school/rules-and-policies.html>

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# Introduction

This booklet is designed to help students and supervisors make choices about courses for study in senior high school years.

The booklet contains:

- information about the courses available at this school for Year 11 and Year 12
- the requirements for study established by the NSW Education Standards Authority (NESA)
- information about entry into university or TAFE courses
- information about the school contribution and course fees.

Please read this booklet very carefully before you select your courses for Year 11 or Year 12. Use the course selection points on the next page as a guide.

You are encouraged to contact the appropriate Head Teacher or Year Adviser to discuss your selection of courses.

The SDEHS Careers Advisers will also be available to help you plan your senior course selections.

## Common terms and meanings

### **ATAR**

Australian Tertiary Admission Rank

### **BDC**

Board Developed Courses

### **BEC**

Board Endorsed Courses

### **CEC**

Content Endorsed Courses

### **EVET**

Externally Delivered Vocational Education and Training

### **HSC**

Higher School Certificate

### **NESA**

New South Wales Education Standards Authority

### **RoSA**

Record of School Achievement

### **RTO**

Registered Training Organisation

### **SDBEC**

School Designed Board Endorsed Courses

### **UAC**

University Admissions Centre (NSW, ACT)

### **VET**

Vocational Education and Training

# Course selection

When choosing your courses consider carefully:

- what you are interested in studying
- your career aims
- your proven ability
- your potential
- any individual circumstances affecting the time available for schoolwork
- for each 2 unit course you need approximately four hours per week work time plus additional homework time
- a scientific calculator is needed for all senior Mathematics courses
- if Physics or Chemistry or Biology is selected you should be capable of studying at least the Mathematics Advanced course
- you can do a maximum of 6 units in Science.

## Choosing courses – some things to think about

1

**Do I have an interest in the subject matter of the course?**

*You will be **motivated to perform your best** when you have a real interest in the course content and have a desire to achieve the course outcomes.*

2

**Do I have the assumed knowledge and level of skill recommended to be successful in the course?**

*Do I have the **ability and level of skill** to cope with the demands of this course? If there is doubt in your mind, discuss your concerns with a teacher who knows you and who has some experience in teaching that course.*

3

**Will this course help prepare me for a particular occupation, career path or tertiary program of study?**

4

**Do I want to go to university when I finish Year 12?**

*If yes, you will need to choose courses that form an **academic pattern of study** (ATAR).*

*If no, you can choose courses that form a **vocational pattern of study** (non ATAR) offering a pathway to further education and/or employment.*



## Requirements for Year 11 and Year 12 courses

Senior studies include both Year 11 and Year 12 courses. Students must successfully complete a Year 11 course before they can move on to the Year 12 course in that subject.

The Year 11 Course is a **prerequisite** for most Year 12 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 unit.

Each unit involves class time of approximately 2 hours per week (60 hours per year). The following is a guideline to help you understand the pattern of course.

- |                         |   |   |
|-------------------------|---|---|
| <b>2 unit course</b>    | ⇒ | This is the basic structure for all courses.  |
|                         | ⇒ | 4 hours per week (120 hours per year)   |
| <b>Extension course</b> | ⇒ | Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. They require students to work beyond the standard of the 2 unit course.  |
|                         | ⇒ | English and Mathematics Extension Courses are available at Year 11 and Year 12 levels and must be studied with the 2 Unit Advanced Course. Students must study the Year 11 extension course in these subjects before proceeding to the Year 12 extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course. |
|                         | ⇒ | Year 12 extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.  |
| <b>1 unit course</b>    | ⇒ | 1 unit equals approximately 2 hours of class time each week or 60 hours per year.   |
|                         | ⇒ | There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.  |
|                         | ⇒ | SDEHS offers 1 unit Studies of Religion which is a Board Developed Course.  |

In order to qualify for a Higher School Certificate, **both** the Year 11 course **and** the Year 12 course **must** include:

- at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English. English is compulsory.
- at least three courses of 2 units value or greater
- at least four subject areas
- a maximum of 6 units of courses in Science.

For the award of the Higher School Certificate credential a student **must**:

- satisfactorily complete courses that meet the requirements of the NSW Education Standards Authority (NESA). This includes the completion of the practical, oral or project works as well as the assessment requirements for each course.
- sit for, and make a serious attempt at, the required Higher School Certificate examinations
- study a minimum of 12 units in the Year 11 course
- study a minimum of 10 units in the Year 12 course
- achieve the HSC Minimum Standards.

## ATAR eligibility and calculation from 2025

From 2025, there will be no distinction between Category A and Category B courses.

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of HSC courses. These courses must include at least:

- 10 units of Board Developed Courses
- 2 units of English
- three Board Developed Courses of 2 units or greater
- four subject areas.

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units.

## The Pathways alternative

If for some reason you are unable to complete all your courses in two years, then you can elect to complete them over three or more years. This is called *Pathways*.

There are many Pathways patterns available to you. If you are thinking about following the Pathways alternative to the Higher School Certificate, you must discuss your course selection with your Careers teacher or a member of the Careers Team.

Throughout Stage 6 there are regular reviews of students who are not meeting minimum outcomes for their courses. Students may be placed into a Pathways study program.

## Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is issued by the NSW Education Standards Authority (NESA).

Students may request a RoSA (including grades for each course) if they leave school after satisfactorily completing their Year 10 or Year 11 studies.

If the student leaves during Year 11 or Year 12 without completing their courses, the RoSA will list the courses that they were enrolled in at that time. There will be no grades on this RoSA.

After satisfactory completion of the Year 12 courses, students will receive the Higher School Certificate or a RoSA.

### Conditions of enrolment

Students and supervisors are reminded that, as a condition of continued enrolment in distance education, work must be submitted every week in all courses. Students are expected to have a 75% return rate.

## Late enrolments

### Year 11

Year 11 students enrolling at SDEHS after the end of Term 1 must enrol in a Pathways program unless they have a minimum of 75% attendance at their previous school.

Attendance rate and details of work completed *in each course* must be verified by the student's previous school.

All students enrolled in Year 11 are reviewed on a regular basis. If the submission of coursework is unsatisfactory (under 75%) the student may be moved to a Pathways pattern of study.

### Year 12

Year 12 students enrolling at SDEHS at the end of Term 4 or later must enrol in a Pathways program unless they have 75% (or more) attendance at their previous school.

The percentage attendance and details of work already completed *in each course* must be verified by the student's previous school.

All students enrolled in Year 12 are reviewed on a regular basis. If the engagement in coursework is unsatisfactory, it is expected that the student may move to a Pathways pattern of study.





## School Delivered Vocational Education and Training (VET) Courses

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

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

Public Schools NSW RTOs (Registered Training Organisations) are accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare card, Australian birth certificate, driver license or a valid passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are deemed either “competent” or “not yet competent” by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure that each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

**Board Developed Industry Curriculum Framework (ICF)** courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

**Board Endorsed Courses (BECs)** are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

### Work placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have
- make informed decisions about further training and study
- become more employable
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

### Externally Delivered Vocational Education and Training (EVET)

Information and courses available are listed at <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses>. Talk to your school Careers Adviser about how to access EVET.

### School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available at <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>. For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

## **EVET courses (Externally Delivered VET courses)**

EVET courses are VET courses studied through TAFE NSW or other training providers. EVET is Externally Delivered Vocational Education and Training. VET delivered through TAFE is referred to as TVET.

Some EVET courses include an HSC exam which provides the opportunity for students to have this course contribute towards the calculation of their ATAR.

Courses run at various locations and are delivered either face to face, online or in blocks of time during the year.

If you have particular interest in a career or course, speak to a member of the Careers Team.

There is no guarantee that an EVET course will proceed, as viability will be determined by student demand and the Department of Education budget.

Applications will open at the beginning of Term 3. The Careers Team will be providing information at this time.

## **Year 10 students in Middle School moving into Stage 6**

Middle School does not continue into Stage 6. In Stage 6 all students go into mainstream courses.

Year 10 Middle School is not adequate preparation for HSC (ATAR) courses in Stage 6. However, students are able to access courses suitable to their ability which will lead to an HSC.

If a student is from Year 10 Middle School, a pattern of study that involves enrolment in non ATAR courses for Stage 6 is strongly recommended. If students are not meeting minimum outcomes upon review each term the study program will be adjusted.

## **Life Skills courses**

Life Skills courses are NESA Developed courses for students with special education needs, primarily those with a diagnosed intellectual disability. They are not examined externally and do not contribute to an ATAR. If students satisfactorily complete a Life Skills course they will be issued a Profile of Student Achievement from NESA.

### **Eligibility for HSC Life Skills Program at SDEHS**

For a small percentage of students with special education needs, particularly those with an intellectual disability, it may be appropriate to develop a pattern of study that includes one or more Life Skills courses.

A student studying any Stage 6 Life Skills course will have completed Life Skills courses in Years 7-10.

Applicants for Stage 6 Life Skills will be assessed on an individual basis in negotiation with the Head Teacher Teaching and Learning (Learning and Support), Head Teacher Secondary Studies and Head Teacher Welfare (Years 11-12).

# HSC Minimum Standards

## What are the HSC Minimum Standards?

NSW Education Standards Authority (NESA) has established the HSC Minimum Standards to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales need to demonstrate a minimum standard of literacy and numeracy to receive the HSC testamur. The HSC Minimum Standards are 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 job application or understanding a mobile phone plan. The standards are assessed through online tests which take 45 minutes to complete. The tests include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on stimulus.

Practice online tests are available to enable students to become familiar with the test structure and to help schools to determine student readiness to meet the minimum standards.

Students will have seven opportunities per year to sit the tests throughout Year 10, 11 and 12.

Students with additional learning needs may be eligible for extra provisions for the minimum standards online tests and students taking four or more Life Skills courses are exempt from meeting the HSC minimum standard.

For further Information visit the NSW Education Standards Authority (NESA) website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standards>

## HSC: All My Own Work

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students and supervisors will receive more information in Term 4 on how to complete the All My Own Work course. The course needs to be completed by the end of November before starting Year 11.

# What types of courses can I select?

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

## Board Developed Courses

These courses are developed by NESA. NESA provides the following information for each course:

- A syllabus containing the course objectives, structure, content and outcomes, as well as specific course requirements.
- Assessment and reporting documentation.
- Sample examination papers and marking guidelines.
- Performance band descriptions and the common grade scale.

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

## Board Endorsed Courses

There are two main types of Board Endorsed Courses:

- Content Endorsed Courses (CEC) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.
- School Designed Board Endorsed Courses are specialised designed courses that meet student needs (SDBEC). These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, and these courses do not count toward an ATAR.

All courses studied for the HSC will appear on the HSC Record of Achievement.

## Vocational Education and Training (VET)

VET courses can be studied either at school or through other training providers. You will need to check with SDEHS about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the work place.

VET courses contribute towards your HSC and the Australian Qualifications Framework (AQF) VET credentials. They are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam. If you choose to sit the exam, your results may also contribute to the calculation of your ATAR.

## Category A & B courses

Board Developed Courses that have a formal examination are classified as Category A or B courses.

From 2025, there will be no distinction between Category A and Category B courses.

### Category A

These courses have more academic rigor, depth of knowledge and understanding and also contribute to assumed knowledge for tertiary studies. These courses are included in the calculation of the ATAR.

### Category B

These courses are fewer in number and are less academically rigorous. English Studies, Mathematics Standard 1 and some VET courses are Category B courses. You are allowed to include up to 2 units (1 course) of Category B courses in the calculation of the ATAR.

# Board Developed Courses

Subject	Courses (2 unit)	Year 11 Extension Courses (1 unit)	Year 12 Courses (1 unit)
Aboriginal Studies	Aboriginal Studies		
Agriculture	Agriculture		
Ancient History	Ancient History		History Extension 1 <sup>1</sup>
Biology	Biology		
Business Studies	Business Studies		
Chemistry	Chemistry		
Community and Family Studies	Community and Family Studies		
Design and Technology	Design and Technology		
Earth and Environmental Science	Earth and Environmental Science		
Economics	Economics		
Engineering Studies	Engineering Studies		
English	English Standard English Advanced English Studies	English Extension	English Extension 1
Enterprise Computing	Enterprise Computing		
Food Technology	Food Technology		
Geography	Geography		
Industrial Technology <sup>2</sup>	Industrial Technology - Multimedia		
Information Processes and Technology	Information Processes and Technology		
Legal Studies	Legal Studies		
Mathematics	Mathematics Standard 1 <sup>3</sup> Mathematics Standard 2 <sup>3</sup> Mathematics Advanced	Mathematics Extension 1	Mathematics Extension 1 Mathematics Extension 2
Modern History	Modern History		History Extension 1 <sup>1</sup>
Music	Music 1 Music 2		



Subject	Courses (2 unit)	Year 11 Courses (1 unit)	Year 12 Courses (1 unit)
PDHPE	PDHPE		
Physics	Physics		
Society and Culture	Society and Culture		
Software Design and Development	Software Design and Development		
Software Engineering	Software Engineering		
Studies of Religion <sup>2</sup>	Studies of Religion	Studies of Religion	Studies of Religion
Textiles and Design	Textiles and Design		
Visual Arts	Visual Arts		

## Year 12 course notes

These notes, including footnotes 1–4, refer to the list of courses above.

1. You must study Modern or Ancient History if you wish to study History Extension 1.
2. A student may select one course only from each of these subject groups.
3. In Year 12, students must choose between Mathematics Standard 1 and Mathematics Standard 2.
4. Additional information about courses and the HSC is available on the NSW Education Standards Authority website: <http://www.educationstandards.nsw.edu.au>

A number of courses include a requirement for the development of project work for either internal or external assessment. These include Visual Arts, Design and Technology, Textiles and Design, Industrial Technology, and Society and Culture. Projects developed for assessment in one course are not to be used either in full or in part for assessment in any other course.

# Vocational Education and Training

Subject	Courses (2 unit)
Business Services	Business Services
Hospitality	Hospitality – Cookery
Retail Services	Retail Services

## Board Endorsed Courses

### Content Endorsed Courses

Subject	Courses (2 unit)	Year 11 Courses (1 unit)	Year 12 Courses (1 unit)
Computing Applications	Computing Applications <sup>1</sup>		
Exploring Early Childhood		Exploring Early Childhood	Exploring Early Childhood
Marine Studies	Marine Studies <sup>1</sup>		
Numeracy	Numeracy		
Photography, Video and Digital Imaging	Photography, Video and Digital Imaging		
Sport Lifestyle and Recreation	Sport Lifestyle and Recreation <sup>1</sup>	Sport Lifestyle and Recreation	Sport Lifestyle and Recreation <sup>1</sup>
Visual Design	Visual Design <sup>1</sup>		
Work Studies	Work Studies <sup>1</sup>	Work Studies	Work Studies <sup>1</sup>

### Course notes

These notes, including footnotes 1–2, refer to the list of courses above.

1. A student can study this course in Year 12 only.

Exclusions applying to Content Endorsed Courses are listed in the course descriptions document with the relevant Board Endorsed Course description.

# Completion of a course

## Satisfactory completion of a course

For courses to be recorded on a RoSA, a student must satisfactorily complete the course. NESA indicates that satisfactory completion of a course indicates:

- The student has met all or some of the course outcomes
- The student has made a genuine attempt at assessment tasks
- The student has worked with sustained diligence and sustained effort.

In addition to this:

- The student has adhered to the assessment procedures as outlined in the school's Assessment Policy
- The student has participated in experiences, which are required by the syllabus, eg assignments, tests and examinations, major works, practical projects, effective participation in course work
- Students have prepared themselves sufficiently to enable them to make a serious attempt at the external HSC examination.

Note: Most VET Industry Curriculum Framework Courses, and some VET Board Endorsed Courses, also require students to undertake set work placement hours to develop industry competencies and practise learned skills. Students must complete any required work placement to complete these courses. If mandatory work placements are not completed, the school will issue the student with a non-completion of course determination.

## You will receive a warning if your performance is unsatisfactory

If a student is in danger of not completing a course, the school will give the student written warning in time for them to meet the criteria above.

If the student does not complete a course:

- they will receive no results in that course
- the course will not appear on their NESA record
- the course will not count towards their pattern of study.

The school will tell them in writing and inform NESA if the Principal determines that they did not complete a course. The student will then have the right to appeal against this determination.

# What do you get at the end?

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

Higher School Certificate (Year 12) credentials issued to eligible students upon completing their HSC include:

- Higher School Certificate testamur
- Higher School Certificate Record of Achievement
- VET certificate or statement of attainment (if a VET course was undertaken)
- Student learning profile (if a Life Skills course was undertaken).

# Information about school contributions for Year 11 and Year 12 students

## Voluntary School Contribution

\$ 138 (halved if 6 units or fewer)

## Course Contribution

- **Course Contribution General** \$ 97

- **Course Contributions Specific** (may apply, if there is an extra course cost)

For each of the following courses there is a contribution for the consumables and kits used during the course.

- Hospitality – Cookery (SIT20421)	\$ 30
- Languages studied through NSW School of Languages (for 2 years)	\$ 230
- Music 2 ( <i>Year 11</i> )	\$ 20
- Music 2 ( <i>Year 12</i> )	\$ 20
- Textiles and Design ( <i>Year 11 only</i> )	\$ 35
- Visual Arts – Senior Art Kit (optional)	\$ 80
- Visual Design ( <i>Year 11</i> )	\$ 20
- Visual Design ( <i>Year 12</i> )	\$ 20

## Notes

- An invoice will be sent after the student is enrolled or promoted from Year 11 and Year 12.
- Pathways students studying 6 units or fewer in a year pay half the Voluntary School Contribution. This is \$69 a year.
- Please contact the School Administrative Manager if there are any issues you wish to discuss concerning these contributions. Financial student assistance is available for the Course Contributions General and Course Contribution Specific payments.

## COURSE INFORMATION

Students must choose one of the mandatory Board Developed English courses.  
Students choose their other courses from the Board Developed optional courses.

# MANDATORY COURSE OUTLINES

## English Standard

**Course No:** 11130 English Standard (2 units – Year 11)

15130 English Standard (2 units – Year 12)

Board Developed Course

### Course description

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

### What students learn

#### Year 11 course

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* in which students explore and examine texts and analyse aspects of meaning.
- Common Module: Reading to write – the text *The Shoe-Horn Sonata* and a range of other texts from a variety of modes and media.
- Module A: Contemporary Possibilities – core text *The Sapphires* and a range of narratives from the past and the contemporary era.
- Module B: Close Study of Literature – *Of Mice and Men*, John Steinbeck.

#### Year 12 course

- The Year 12 Common Content consists of one module *Texts and Human Experiences* which is common to the Year 12 Standard, the Year 12 Advanced and the Year 12 English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers. These modules are *Language, Identity and Culture*, *Close Study of Literature*, and *Craft of Writing*.
- Common Module: Texts and Human Experiences – *Rainbow's End*, Jane Harrison.
- Module A: Language, Identity and Culture – *The Castle*, Rob Sitch.
- Module B: Close Study of Literature – *Feed*, M T Anderson.
- Module C: The Craft of Writing – At least two challenging short prescribed texts and a selection of texts from their own wide reading.



## Course requirements

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

### Year 11 course

Students are required to study:

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

### Year 12 course

Students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- 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*.

# English Advanced

**Course No:** 11140 English Advanced (2 unit – Year 11)  
15140 English Advanced (2 unit – Year 12)

Board Developed Course

## Course description

In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives.

Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

## What students learn

### Year 11 course

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.
- Common Module: Reading to write – the text *The Shoe-Horn Sonata* and a range of texts from a variety of modes and media.
- Module A: Narratives that Shape our World – core texts *Othello*, William Shakespeare, *Exposure*, Mal Peet and *New Boy*, Tracy Chevalier.
- Module B: Critical Study of Literature – Wilfred Owen, a selection of poems.

### Year 12 course

- The Year 12 Common Content consists of one module *Texts and Human Experiences* which is common to the Year 12 Standard, the Year 12 Advanced and the Year 12 English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.
- Common Module: Texts and Human Experiences – *The Crucible*, Arthur Miller.
- Module A: Textual Conversations – *King Richard III*, William Shakespeare and *Looking for Richard*, Al Pacino.
- Module B: Critical Study of Literature – *Emma*, Jane Austen.
- Module C: The Craft of Writing – At least two challenging short prescribed texts and a selection of texts from their own wide reading.

## Course requirements

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

### Year 11 course

Students are required to study:

- 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.

### Year 12 course

Students are required to study:

- 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*.

# English Extension 1

**Course No:** 11150 English Extension 1 (1 unit – Year 11)  
15160 English Extension 1 (1 unit – Year 12)

Board Developed Course

## Prerequisites:

- 11150 English Extension (1 unit – Year 11) prerequisite for English Extension 1 in Year 12

## Course description

The English Extension course provides students who undertake Advanced English, and are accomplished in their use of English, with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

## What students learn

### Year 11 course

In the English Extension Year 11 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.

The course has one mandatory module: *Texts, Culture and Value*, as well as an independent related research project.

- Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriate into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.
- Students also explore, analyse, and critically evaluate different examples of such texts in a range of contexts and media, including texts of their choosing.
- Related Project – This project provides opportunities for students to develop skills in independent investigation and critical and creative thinking. Students apply their knowledge about texts studied in this module to their own selected texts. They develop an understanding of research methodologies suitable to support a range of interpretive, analytical and imaginative projects.

Students select a key text and examine and evaluate manifestations of their selected texts in other contexts and media, while considering how and whether the values embedded in one text parallel, challenge or offer alternatives to the other.

Students realise insights into their research and personal evaluation of the texts in imaginative and analytical responses and a multimodal presentation.

## Year 12 course

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

Students must complete **one** elective chosen from the common module: *Literary Worlds*. The elective is *Literary Mindscapes*.

### Common Module: Literary Worlds

In this module students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. They extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts.

Students explore, analyse and critically evaluate textual representations of the experiences of others, including notions of identity, voice and points of view; and how values are presented and reflected in texts. They deepen their understanding of how texts construct private, public and imaginary worlds that can explore new horizons and offer new insights.

Students consider how personal, social, historical and cultural context influence how texts are valued and how context influences their responses to these diverse literary worlds.

They appraise their own values, assumptions and dispositions as they develop further understanding of how texts make meaning.

In their study of literary worlds students experiment with critical and creative compositions that explore how language features and forms are crafted to express complex ideas and emotions, motivations, attitudes, experiences and values. These compositions may be realised in various forms, modes and media.

Students explore, analyse and critically evaluate a range of other texts that construct private, public and imaginary worlds.

### Elective 4: Literary Mindscapes

In this elective, students explore and evaluate how literary texts can invite responders to engage with the interior worlds of individuals and how they perceive, think and feel about themselves and the societies in which they live. They analyse how texts communicate notions of identity and alternative ways of being and thinking through representations of the mind, including desires, motivations, emotions and memories. Students consider how these diverse textual representations enable the responder to experience insight into the lives of other groups and individuals, and other times and places. Students critically evaluate the values and assumptions embedded in texts and consider their own in relation to issues reflected in texts.

They reflect on the ways in which study of the texts may influence their own sense of identity. In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and other appropriate texts. They write their own imaginative compositions that represent the interior worlds of others.

In this elective, students are required to study at least three of the prescribed texts (including at least two extended print texts) as well as other texts of their own choosing. At least two related texts must be studied. Texts can be drawn from a range of times, contexts and media and should explore the interior world of others.

# English Studies

**Course No:** 30105 English Studies (2 units – Year 11)  
15125 English Studies (2 units – Year 12)

**Optional examination:** English Studies students who intend to undertake the optional HSC examination must also be enrolled in:

15126 English Studies (2 units – Year 12)  
Board Developed Course

## Course description

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.

The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts, students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

## What students learn

### Year 11 course

- Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.
- Students study 2 to 4 additional syllabus modules (selected based on their needs and interests).
- Achieving through English: English in education, work and community.
- Playing the Game – English in sport.
- MiTunes and Text – English and the language of song.
- On the Road – English and the experience of travel.

### Year 12 course

- The Year 12 Common Content consists of one module, *Texts and Human Experiences*, which is also common to the Year 12 Standard and the Year 12 Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Students study 2 to 4 additional syllabus modules (selected based on their needs and interests).
- Common Module: Texts and Human Experiences *Rainbow's End*, Jane Harrison.
- Discovery and Investigation – English and the sciences.
- The Way We Were – English for exploring our past.
- We are Australian: English in citizenship, community and cultural identity.
- Part of the Family – English and exploring what is meant by “family”? (complexity and diversity).



## Course requirements

Across the English Studies Stage 6 course students are required 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 text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

### Year 11 and Year 12 courses

Students are required to:

- 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
- engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

### Year 12 course

**In addition** to the above requirements, students in Year 12 **only** are required to:

- study ONE text from the prescribed text list and one related text for the Common Module – *Texts and Human Experiences*.

# Life Ready

Life Ready is a mandatory 25 hour course in Personal Development and Health in NSW government schools. It has been developed to address some of the personal and social issues that face young people in schools today.

The course focuses on six key areas – personal identity, relationships, mental health and wellbeing, drugs and alcohol, sexuality and health, and safe travel. There is considerable research suggesting that the wellbeing of young people is likely to be at risk during this time as they struggle to deal with change in most areas of their life.

Life Ready does not count towards the 12 units required in Year 11. The 25-hour Life Ready course is mandatory.

# OPTIONAL COURSE OUTLINES

## Aboriginal Studies

**Course No:** 11000 Aboriginal Studies (2 units – Year 11)

15000 Aboriginal Studies (2 units – Year 12)

Board Developed Course

### Course description

The Year 11 course focuses on Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

The Year 12 course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

### What students learn

#### Year 11 course

- **Part I: Aboriginality and the land**
  - Aboriginal Peoples' relationship to Country
  - Dispossession and dislocation of Aboriginal Peoples from Country
  - Impact of British colonisation on Country
- **Part II: Heritage and identity**
  - The Dreaming and cultural ownership
  - Diversity of Aboriginal cultural and social life
  - Impact of colonisation on Aboriginal cultures and families
  - Impact of racism and stereotyping
- **Part III: International Indigenous community: Comparative study**
  - Location, environment and features of an international Indigenous community
  - Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the land; and Heritage and identity
- **Part IV: Research and inquiry methods: Local community case study**
  - Methods and skills relating to: community consultation; planning research; acquiring information; processing information; communicating information

## Year 12 course

- **Part I – Social justice and human rights**
  - (a) Global perspective: Global understanding of human rights and social justice AND
  - (b) Comparative study: A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health and Criminal Justice
- **Part II – Case study of an Aboriginal community**
  - Heritage and identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- **Part III – Research and inquiry methods – Major project:** Choice of project topic based on student interest

## Course requirements

In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

*PLEASE NOTE - This course requires ongoing contact with the student's local Aboriginal Community over 2 years. Students travelling overseas need to ensure they already have a relationship with the student's local Aboriginal community to give themselves the best opportunity to meet requirements of this course.*

# Agriculture

**Course No:** 11010 Agriculture (2 units – Year 11)  
15010 Agriculture (2 units – Year 12)

Board Developed Course

## Course description

The Year 11 course combines applied biology, earth sciences and economics, relating to food and fibre production. This course assumes a basic understanding of Science at the ROSA level. The course requires you to carry out plant and poultry growth practical projects and produce a report on each. You will also be expected to attend an arranged excursion to a farm near Camden.

The Year 12 course builds on the Year 11 course, while emphasising management, marketing, economics, sustainability and new technologies. You will also be expected to attend an arranged excursion to support a farm product study project.

Please note, Agriculture should be regarded as an academic subject; it requires a substantial amount of reading throughout the course.

## What students learn

### Year 11 course

- Overview (15%).
- The farm case study (25%).
- Plant production (30%).
- Animal production (30%).

Topics include: It's a big field (an overview of Australian agriculture), Down to earth (on soils and plant science), On the case (farm case study), Hands on (poultry raising project), Looking at ewe (on fat lamb production), Crop this (on crop production).

### Year 12 course

#### Core (80%)

- Plant/animal production (50%).
- Farm product study (30%).

#### Elective (20%)

Choose ONE of the following electives to study:

- Agri-food, fibre and fuel technologies.
- Climate challenge.
- Farming for the 21st century.

Topics include: Sustainable farm production, Cattle production (relating to beef), Farm product study, Grape production, Farming in the 21st Century (relating to current issues, new technologies and research methods in agriculture).

## Course requirements

Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time.

## Practical and other requirements

### Year 11 course

The following are essential course requirements. Students are advised NOT to select this course if they are unlikely to be able carry out the following activities:

- carry out an experimental plant growth study using vegetables grown in pots
- raise chickens from day-old chicks for at least 6 to 8 weeks
- attend an arranged excursion to a farm near Camden
- use a computer with access to the Internet
- have a suitable place to grow vegetables in pots
- have a suitable place to raise chickens from day old chicks for 6 to 8 weeks.

### Year 12 course

The following are essential course requirements. Students are advised NOT to select this course if they are unlikely to be able carry out the following activities:

- carry out an experiment relating to the optimum planting density of grazing oats grown in pots
- attend an arranged excursion to produce a farm product study report
- use a computer with access to the Internet
- have a suitable place to grow oats in pots.



# Ancient History

**Course No:** 11020 Ancient History (2 units – Year 11)

15020 Ancient History (2 units – Year 12)

Board Developed Course

## 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 the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

## What students learn

### Year 11 course

The Year 11 course comprises three sections.

- **Investigating Ancient History**
  - Students undertake at least one option from 'The nature of Ancient History', and at least two case studies.
    - (a) List A case study – Thera
    - (b) List B case study – Persepolis
- **Features of Ancient Societies**
  - Students study at least two ancient societies.
    - (a) Rome + Art and architecture
    - (b) Egypt + Death and funerary customs
- **Historical Investigation**

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

### Year 12 course

The Year 12 course comprises four sections.

- **Core study:** Cities of Vesuvius – Pompeii and Herculaneum.
- **One 'Ancient societies' topic** – Sparta.
- **One 'Personalities in their times' topic** – Xerxes (Near East).
- **One 'Historical periods' topic** – Greece 500–440 BC.

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

## Course requirements

### Year 11 course

In the Year 11 course, students undertake at least TWO case studies.

- One case study must be from Egypt, Greece, Rome or Celtic Europe, and
- One case study must be from Australia, Asia, the Near East or the Americas.

### Year 12 course

The course requires study from at least two of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome.

# Biology

**Course No:** 11030 Year 11 Biology (2 units – Year 11)  
15030 Year 12 Biology (2 units – Year 12)

Board Developed Course

## Course description

The Year 11 course investigates cellular structure and provides a basis 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 on biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

The course is academically demanding and requires high level of literacy skills. A thorough comprehension and effective communication of the interconnectedness among concepts is essential for attaining excellence.

## What students learn

### Year 11 course

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.

### Year 12 course

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.

## Course requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

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 an integral part of the learning process.

# Business Studies

**Course No:** 11040 Business Studies (2 units – Year 11)

15040 Business Studies (2 units – Year 12)

Board Developed Course

## Course description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

## What students learn

### Year 11 course

- **Nature of business:** The role and nature of business.
- **Business planning:** Establishing and planning a small to medium enterprise.
- **Business management:** The nature and responsibilities of management.

### Year 12 course

- **Operations:** Strategies for effective operations management.
- **Marketing:** Development and implementation of successful marketing strategies.
- **Finance:** Financial information in the planning and management of business.
- **Human resources:** Human resource management and business performance.

# Chemistry

**Course No:** 11050 Chemistry (2 units – Year 11)  
15050 Chemistry (2 units – Year 12)

Board Developed Course

## Course description

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

## What students learn

### Year 11 course

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.

### Year 12 course

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.

## Course requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

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.

The Chemistry Stage 6 course is academically demanding and requires well-developed literacy and numeracy skills. The course is designed for students who have at least a substantial or high achievement level in the Year 10 Science (Grade B or above).

# Community and Family Studies

**Course No:** 11060 Community and Family Studies (2 units – Year 11)  
15060 Community and Family Studies (2 units – Year 12)

Board Developed Course

## Course description

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

## What students learn

Through the study of the Community and Family Studies course, students learn to develop:

- knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
- knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
- knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
- knowledge and understanding about research methodology and skills in researching, analysing and communicating
- skills in the application of management processes to meet the needs of individuals, groups, families and communities
- skills in critical thinking and the ability to take responsible action to promote wellbeing
- an appreciation of the diversity and interdependence of individuals, groups, families and communities.

### Year 11 course

- **Resource management (20%):** Basic concepts of the resource-management process.
- **Individuals and groups (40%):** The individual's roles, relationships and tasks within and between groups.
- **Families and communities (40%):** Family structures and functions, and the interaction between family and community.

### Year 12 course

- **Research methodology (25%):** Research methodology and skills culminating in the production of an Independent Research Project.
- **Groups in context (25%):** The characteristics and needs of specific community groups.
- **Parenting and caring (25%):** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.

## Year 12 modules

- **Individuals and work (25%):** Contemporary issues confronting individuals as they manage roles within both their family and work environments.

## Course requirements

The Year 11 course consists of three mandatory modules and the indicative course time allocated to their study.

The Year 12 course consists of three mandatory modules representing 75 per cent of course time. And one option representing 25 per cent of course time.

Students are required to complete a teacher facilitated Independent Research Project (IRP) in the context of the HSC core module – Research Methodology. This forms part of the HSC internal assessment.

# Design and Technology

**Course No:** 11080 Design and Technology (2 units – Year 11)  
15080 Design and Technology (2 units – Year 12)

Board Developed Course

## Course description

The Year 11 course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Year 11 course includes the completion of two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The Year 12 course applies the knowledge and understanding of designing and producing from the Year 11 course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The written exam is worth 40% of the HSC mark. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

## What students learn

### Year 11 course

The Year 11 course involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, work health and safety, evaluation, and manipulation of materials, tools and techniques.

### Year 12 course

The Year 12 course involves the study of design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. It includes hands-on practical activities which develop knowledge and skills in designing and producing. The course includes development, realisation and documentation of design projects. The Major Design Project and supporting folio requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. Innovation and emerging technologies are included in the content.



## Course requirements

In the Year 11 and 12 courses, all materials for practical project must be supplied by students.

In the Year 11 course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the Year 12 course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the Year 12 course the activities of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Year 11 course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

In Year 12 student-teacher meetings are required for ongoing supervision.

## Technology and other requirements

- Computer/printer/Internet.
- Technological equipment necessary for individual Design Projects and MDP development and realisation.
- Digital devices such as phone.
- Workshop or space for production of design projects.

# Earth and Environmental Science

**Course No:** 11100 Earth and Environmental Science (2 units – Year 11)

15100 Earth and Environmental Science (2 units – Year 12)

Board Developed Course

## Course description

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

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, the formation of fossils, what fossil can tell us about earth history, hydrosphere, lithosphere and climate.

Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

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

## What students learn

### Year 11 course

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.

### Year 12 course

The Year 12 course consists of four modules:

- **Module 5:** Earth's processes.
- **Module 6:** Hazards.
- **Module 7:** Climate science.
- **Module 8:** Resource management.

## Course requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

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 encouraged in both Year 11 and Year 12 and is an integral part of the learning process.

# Economics

**Course No:** 11110 Economics (2 units – Year 11)  
15110 Economics (2 units – Year 12)

Board Developed Course

## Course description

Economics provides understanding for students about many aspects of how economies operate in the ever changing world.

Students need to be aware of current economic issues in both Australia and the global economy.

During the course, students will develop an ability to think critically, problem solve and gain aptitude for interpreting graphs and statistical data.

The Year 11 course is mainly microeconomic in nature focussing on aspects of the economic behaviour of consumers, business and government. Much of this behaviour is influenced by the operation of markets.

The focus of the course is on practical problems and issues. It provides both a theoretical and practical foundation for students to make informed judgement on economic issues and problems.

The Year 12 course builds on the fundamental concepts acquired in the Year 11. It emphasises the global economy and the impact of globalisation on individual economies with particular reference to Australia.

The focus of the course is on examining problems and issues that relate to the Australian economy and the macro and micro policies that government can implement to mitigate these issues.

## What students learn

### Year 11 course

- **Introduction to economics:** The nature of economics and the operation of an economy.
- **Consumers and business:** The role of consumers and business in the economy.
- **Markets:** The role of markets, demand, supply and competition.
- **Labour markets:** The workforce and role of labour in the economy.
- **Financial markets:** The financial market in Australia, including the share market.
- **Government in the economy:** The role of government in the Australian economy.

### Year 12 course

- **The global economy:** Features of the global economy and globalisation.
- **Australia's place in the global economy:** Australia's trade and finance.
- **Economic issues:** Issues including growth, unemployment, inflation, income and environmental sustainability, wealth.
- **Economic policies and management:** The range of policies to manage the Australian and global economy.

# Engineering Studies

**Course No:** 11120 Engineering Studies (2 units – Year 11)  
15120 Engineering Studies (2 units – Year 12)

Board Developed Course

## Course description

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

## What students learn

### Year 11 course

Students undertake the study of 4 compulsory modules:

- THREE application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:
  - Engineering fundamentals
  - Engineered products and
  - Braking systems
- ONE focus module relating to the field of biomedical engineering.

### Year 12 course

Students undertake the study of 4 compulsory modules:

- TWO application modules relating to the fields of:
  - Civil structures and
  - Personal and public transport
- TWO focus modules relating to the fields of:
  - Aeronautical engineering and
  - Telecommunications engineering.

## Course requirements

### Year 11 course

Students are required to produce an engineering report in Engineering application Module 2 (Engineering products) and another report in the Focus Module 4 (Biomedical engineering).

### Year 12 course

Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.

## Technology requirements

Students will be required to complete some computer drawings in this course. Some support material is supplied through our elearning site.

# Enterprise Computing

**Course No:** 11175 Enterprise Computing (2 units – Year 11)  
NESA number TBA Enterprise Computing (2 units – Year 12) \*  
Board Developed Course

\* **Note:** The Year 12 Enterprise Computing course will not be available until 2025.

## Course description

The study of Enterprise Computing enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

Students develop an understanding of how computing technologies can be harnessed to provide effective user interaction and efficient access to information. Students perform project work and apply their knowledge and skills to develop an enterprise project.

Enterprise Computing encourages the understanding of the implications of responsible and ethical application of digital systems, and the application of appropriate standards in the development of solutions. They engage with technologies that improve access to, and participation in, computing technologies across a range of enterprises.

The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.

## What students learn

### Year 11 course

- Interactive media and the user experience.
- Networking systems and social computing.
- Principles of cybersecurity.

## Course requirements

Students must have access to Microsoft 365 and Adobe Creative Suite which will be used extensively throughout the course.

# Food Technology

**Course No:** 11180 Food Technology (2 units – Year 11)  
15180 Food Technology (2 units – Year 12)

Board Developed Course

## Course description

The Year 11 and Year 12 Food Technology course aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

Students will develop:

- knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society
- knowledge and understanding about the nature of food and human nutrition and an appreciation of the importance of food to health
- skills in researching, analysing and communicating food issues
- skills in experimenting with and preparing food by applying theoretical concepts
- skills in designing, implementing and evaluating solutions to food situations
- practical skills in planning, preparing and presenting food integrated throughout the context areas.

## What students learn

### Year 11 course

- **Food availability and selection (30%)**  
The influence on food availability and factors affecting food selection.
- **Food quality (40%)**  
Functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food.
- **Nutrition (30%)**  
Food nutrition and diets for optimum nutrition.

### Year 12 course

- **The Australian food industry (25%)**  
Sectors, aspects, policies and legislations of the Australian food industry.
- **Food manufacture (25%)**  
Production, processing, preserving, packaging, storage and distribution of food.
- **Food product development (25%)**  
Factors impacting, reasons, types, steps and marketing of food product development.
- **Contemporary nutrition issues (25%)**  
Nutrition, incorporating diet and health in Australia and the influences on nutritional status.

## Course requirements

There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

## Technology and other requirements

- A computer/printer/Internet.
- A practical kitchen work area and equipment.
- A digital device and photo editing software (recommended).

# Geography

**Course No:** 11190 Geography (2 units – Year 11)  
15190 Geography (2 units – Year 12)

Board Developed Course

## Course description

The Year 11 course enables students to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

The Year 12 course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrate the relevance of geographical study.

## What students learn

### Year 11 course

- **Earth's natural systems:** students investigate the diverse landscapes of the Earth's surface and its distinctive physical features.
- **People, patterns and processes:** students investigate evidence of human diversity.
- **Human environment interactions:** students investigate the global nature of land cover change.

### Year 12 course

- **Ecosystems at risk:** The functioning of ecosystems, their management and protection.
- **Urban places:** Study of cities and urban dynamics.
- **People and economic activity:** Geographic study of economic activity in a local and global context.

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

## Course requirements

Students complete a Senior Geographical Investigation in the Year 11 course and should undertake 12 hours of fieldwork in each of the Year 11 and Year 12 courses.



# History Extension

**Course No:** 15280 History Extension (1 unit – Year 12)  
Board Developed Course

**Note:** Students interested in this course are required to apply to the Head Teacher History to discuss their eligibility prior to enrolment.

## Course description

The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian's context, methodology and purpose shape their interpretation of a person, group, event or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation. History Extension requires students to engage with complex historiographical ideas and methodologies and to communicate sophisticated, sustained and coherent historical arguments about the nature and construction of history.

## What students learn

### Year 12 Course

- **Part 1:** Constructing History – key questions.
- **Part 2:** Case study.
- **Part 3:** History project – proposal, essay, bibliography, annotated sources and process log.

## Course requirements

The course requires students to undertake:

- one case study
- the development of one History project.

# Industrial Technology – Multimedia

**Course No:** 11200 Industrial Technology (2 units – Year 11)  
15200 Industrial Technology (2 units – Year 12)

Board Developed Course

## Course description

Industrial Technology Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

The course consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area Multimedia.

**Multimedia Technologies is the only Industrial Technology focus area offered by SDEHS in 2024.**

## What students learn

### Year 11 course

The following sections are taught in relation to the Multimedia focus area:

- **Industry study** (15%).
- **Design** (10%).
- **Management and communication** (20%).
- **Production** (40%).
- **Industry related manufacturing technology** (15%).

This course centres on the Multimedia Technologies focus area. It consists of project work and an industry study that provide a broad range of skills and knowledge related to the multimedia industry, including graphics, digital video, animation and interactive multimedia. Students are introduced to processes, skills and practices relevant to the design, management, communication and construction of practical projects. This course is delivered online and opportunities for face-to-face teaching/learning are also provided.

### Year 12 course

The following sections are taught in relation to the Multimedia focus area through the development of a Major Project and a study of a business associated with the multimedia industry:

- **Industry study** (15%).
- **Major project** (60%)
  - Design, management and communication
  - Production.
- **Industry related manufacturing technology** (25%).

The Year 12 Industrial Technology Multimedia course involves the development, management and communication of a major practical project and folio. Students will develop knowledge, skills and understanding related to the use of multimedia technologies, including graphics, digital video, animation and interactive multimedia. This course is delivered online and opportunities for face-to-face teaching/learning are also provided. Students will also undertake the study of a business/organisation associated with the multimedia industry.

## Course requirements

In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry.

Practical assessment tasks are designed to develop and equip students with a broad range of multimedia skills in preparation for the HSC Major Project.

In the Year 12 course, students design, develop and construct a major project with a management folio. They will also undertake a study of a business related to the multimedia industry.

The final HSC result is composed of the following externally assessed components:

- **Major project (60%).**
- **HSC examination (40%).**

## Technology requirements

Regular access to a computer, the Adobe Creative Cloud, the Microsoft Office Suite and the Internet is essential. Students will be provided with free access to both Adobe Creative Cloud and the Microsoft Office Suite.

## Skill development

In the Year 11 course, students will gain a range of industrial design skills which can be applied to multiple industries. Practical skills include project management techniques, online communication and practice in the creation of video, animation, graphics and web sites using the Adobe Creative Cloud applications and other tools.

The Year 12 course provides opportunity for further development and demonstration of advanced skills using Adobe Creative Cloud applications and other tools. Students demonstrate their skills through a major project and an accompanying design folio, which are externally assessed and contribute to 60% of their HSC result for this course.

## Other information

IT Multimedia develops design skills for the creation of multimedia products using a range of technologies. It provides a solid foundation for students wishing to pursue a career or further education in the area of digital media.

# Information Processes and Technology

**Course No:** 15210 Information Processes and Technology (2 units – Year 12 only)  
Board Developed Course

## Course description

Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

## What students learn

**Year 12 course – continuation from Year 11 course 2023**

- **Project management** (20%).
- **Information systems and databases** (20%).
- **Communication systems** (20%).
- **Option strands** (40%) – students will be taught these TWO options:
  - Decision support systems
  - Multimedia systems.

## Course requirements

Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit Year 12 course.

The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in Year 12 courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.

Students must have access to Microsoft 365 and the Adobe Creative Suite which will be used extensively in both core and optional topics.

# Legal Studies

**Course No:** 11220 Legal Studies (2 units – Year 11)  
15220 Legal Studies (2 units – Year 12)

Board Developed Course

## Course description

The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

### Year 11 course

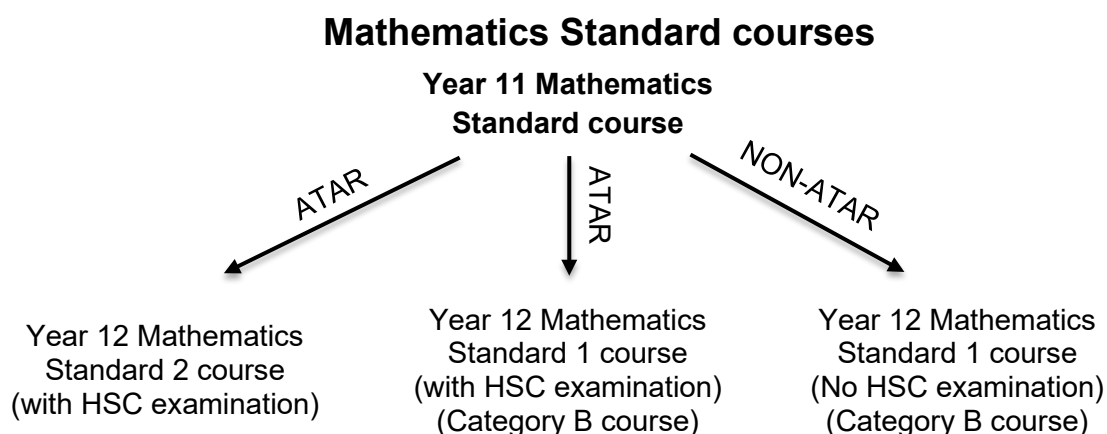
- **Part I:** The legal system.
- **Part II:** The individual and the law.
- **Part III:** The law in practice.

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

### Year 12 course

- **Core Part I:** Crime.
- **Core Part II:** Human rights.
- **Part III:** Consumers and family.

# Mathematics Standard 1



**Course No:** 11236 Mathematics Standard (2 units – Year 11)  
15231 Mathematics Standard 1 (2 units – Year 12)

**Optional examination:** Mathematics Standard 1 students who intend to undertake the optional HSC examination must also be enrolled in this course:

15232 Mathematics Standard 1 (2 units – Year 12)

Board Developed Course

## Prerequisites:

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

- Area and surface area.
- Financial mathematics.
- Linear relationships.
- Non-linear relationships.
- Right-angled triangles (Trigonometry).
- Single variable data analysis.
- Volume.
- Some content from equations.
- Some content from probability.

## Course description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.

## What students learn

The study of Mathematics Standard 1 in Stage 6:

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

### Year 11 course

The Mathematics Standard Year 11 course content comprises four topics, each divided into subtopics.

**Topic: Algebra**

- Formulae and equations.
- Linear relationships.

**Topic: Measurement**

- Applications of measurement.
- Working with time.

**Topic: Financial Mathematics**

- Money matters.

**Topic: Statistical Analysis**

- Data analysis.
- Relative frequency and probability.

### Year 12 course

The Mathematics Standard 1 Year 12 course content includes the same four topics and the additional topic 'Networks'. The topics and subtopics are:

**Topic: Algebra**

- Types of relationships.

**Topic: Measurement**

- Right-angled triangles.
- Rates.
- Scale drawings.

**Topic: Financial Mathematics**

- Investment.
- Depreciation and loans.

**Topic: Statistical Analysis**

- Further statistical analysis.

**Topic: Networks**

- Networks and paths.

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).

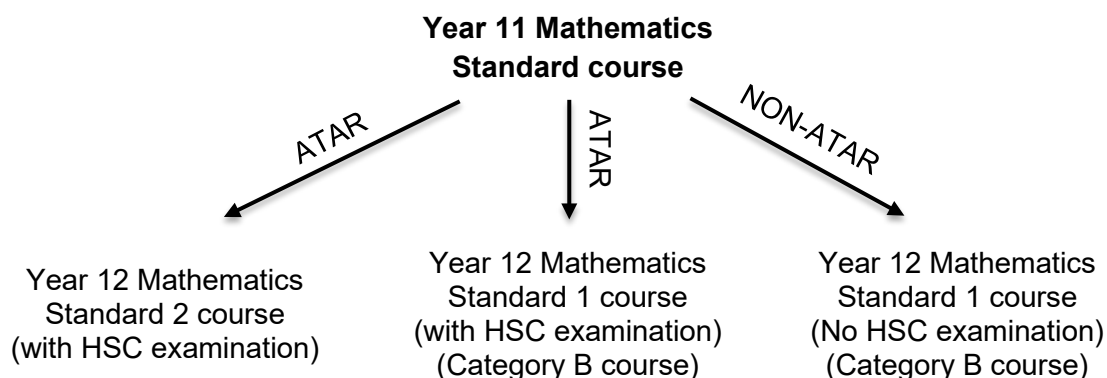
Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.

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.

All students studying the Mathematics Standard course in Stage 6 have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.



# Mathematics Standard 2



**Course No:** 11236 Mathematics Standard (2 units – Year 11)  
15236 Mathematics Standard 2 (2 units – Year 12)

Board Developed Course

## Prerequisites:

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

- Area and surface area.
- Financial mathematics.
- Linear relationships.
- Non-linear relationships.
- Right-angled triangles (Trigonometry).
- Single variable data analysis.
- Volume.
- Some content from equations.
- Some content from probability.

## Course description

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

## What students learn

The study of Mathematics Standard 2 in Stage 6:

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

### Year 11 course

The Mathematics Standard Year 11 course comprises four topics, each divided into subtopics.

**Topic: Algebra**

- Formulae and equations.
- Linear relationships.

**Topic: Measurement**

- Applications of measurement.
- Working with time.

**Topic: Financial Mathematics**

- Money matters.

**Topic: Statistical Analysis**

- Data analysis.
- Relative frequency and probability.

### Year 12 course

The Mathematics Standard 2 Year 12 course content includes the same four topics and the additional topic 'Networks'.

**Topic: Algebra**

- Types of relationships.

**Topic: Measurement**

- Non-right-angled Trigonometry.
- Rates and ratios.

**Topic: Financial Mathematics**

- Investments and loans.
- Annuities.

**Topic: Statistical Analysis**

- Bivariate data analysis.
- The normal distribution.

**Topic: Networks**

- Network concepts.
- Critical path analysis.

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.

All students studying the Mathematics Standard course in Stage 6 have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

# Mathematics Advanced

**Course No:** 11255 Mathematics Advanced (2 units – Year 11)

15255 Mathematics Advanced (2 units – Year 12)

Board Developed Course

## Prerequisites:

The Mathematics Advanced 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 Stage 5.2, and the following sub strands of Stage 5.3:

- Algebraic techniques.
- Surds and indices.
- Equations.
- Linear relationships.
- Trigonometry and Pythagoras' theorem.
- Single variable data analysis.

and at least some of the content from the following sub strands of Stage 5.3:

- Non-linear relationships.
- Properties of geometrical shapes.

## Course description

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

All students studying the Mathematics Advanced course will sit for an HSC examination.

## What students learn

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

## Year 11 course

The Mathematics Advanced Year 11 course content comprises five topics, each divided into subtopics.

### Topic: Functions

- Working with functions.

### Topic: Trigonometric Functions

- Trigonometry and measure of angles.
- Trigonometric functions and identities.

### Topic: Calculus

- Introduction to differentiation.

### Topic: Exponential and Logarithmic Functions

- Logarithms and exponentials.

### Topic: Statistical Analysis

- Probability and discrete probability distributions.

## Year 12 course

The Mathematics Advanced Year 12 course content includes four of the same topics, and the topic 'Financial Mathematics' in place of 'Exponential and Logarithmic Functions'.

### Topic: Functions

- Graphing techniques.

### Topic: Trigonometric Functions

- Trigonometric functions and graphs.

### Topic: Calculus

- Differential calculus.
- Applications of differentiation.
- Integral calculus.

### Topic: Financial Mathematics

- Modelling financial situations.

### Topic: Statistical Analysis

- Descriptive statistics and bivariate data analysis.
- Random variables.

# Mathematics Extension 1

**Course No:** 11250 Mathematics Extension (1 unit – Year 11)  
15250 Mathematics Extension 1 (1 unit – Year 12)

Board Developed Course

## Prerequisites:

The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *NSW Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all sub strands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional sub strands:

- Polynomials.
- Logarithms.
- Functions and other graphs.
- Circle geometry.

## Course description

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. At SDEHS the 3 units of Mathematics must be studied concurrently.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

All students studying the Mathematics Extension 1 course will sit for an HSC examination.

## What students learn

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

## Year 11 course

The Mathematics Extension 1 Year 11 course content is comprised of four topics, each divided into subtopics.

### Topic: Functions

- Further work with functions.
- Polynomials.

### Topic: Trigonometric Functions

- Inverse trigonometric functions.
- Further trigonometric identities.

### Topic: Calculus

- Rates of change.

### Topic: Combinatorics

- Working with combinatorics.

## Year 12 course

The Mathematics Extension 1 Year 12 course includes the topics 'Trigonometric Functions' and 'Calculus' continued from Year 11 and introduces three different topics.

### Topic: Proof

- Proof by mathematical induction.

### Topic: Vectors

- Introduction to vectors.

### Topic: Trigonometric Functions

- Trigonometric equations.

### Topic: Calculus

- Further calculus skills.
- Applications of calculus.

### Topic: Statistical Analysis

- The binomial distribution.

# Mathematics Extension 2

**Course No:** 15260 Mathematics Extension 2 (1 unit – Year 12)  
Board Developed Course

## Prerequisites:

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced Year 12 course and the Mathematics Extension 1 Year 12 course.

This additional (4th) unit of Mathematics can be studied at SDEHS concurrently with 3 units of the Mathematics Extension 1 course or as a stand-alone 1 unit course.

## Course description

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

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum.

All students studying the Mathematics Extension 2 course will sit for an HSC examination.

## What students learn

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines, in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.



## Year 12 course

The Mathematics Extension 2 course comprises five topics, each divided into subtopics.

### Topic: Proof

- The nature of proof.
- Further proof by mathematical induction.

### Topic: Vectors

- Further work with vectors.

### Topic: Complex Numbers

- Introduction to complex numbers.
- Using complex numbers.

### Topic: Calculus

- Further integration.

### Topic: Mechanics

- Applications of calculus to mechanics.

# Modern History

**Course No:** 11270 Modern History (2 units – Year 11)

15270 Modern History (2 units – Year 12)

Board Developed Course

## 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 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.

## What students learn

### Year 11 course

The Year 11 course comprises three sections.

- **Investigating Modern History**
  - Students undertake at least one option from ‘The nature of modern history’, and at least TWO case studies.
    - (a) List A case study – The decline and fall of the Romanovs
    - (b) List B case study – Decolonisation in Indochina to 1945
- **Historical Investigation**
- **The Shaping of the Modern World**
  - At least ONE study from ‘The shaping of the modern world’ is to be undertaken – World War I.

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

### Year 12 course

The Year 12 course comprises four sections.

- **Core Study:** Power and authority in the modern world 1919–1946.
- **One ‘National Studies’ topic** – Russia and the Soviet Union 1917–1941.
- **One ‘Peace and Conflict’ topic** – Conflict in Indochina 1954–1979.
- **One ‘Change in the Modern World’ topic** – Civil rights in the USA 1945–1968.

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

## Course requirements

### Year 11 course

In the Year 11 course, students undertake at least TWO case studies.

- One case study must be from Europe, North America or Australia, AND
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

### Year 12 course

Students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.

# Music 1

**Course No:** 11280 Music 1 (2 units – Year 11)  
15290 Music 1 (2 units – Year 12)

Board Developed Course

## Course description

While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.

## What students learn

### Year 11 course

In the Year 11 course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in the Year 11 course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

### Year 12 course

In the Year 12 course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in the Year 12 course which are different from those studied in the Year 11 course or two topics which are different from those studied in the Year 11 course and one topic from the Year 11 course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.

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.

## Course requirements

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

Students should have access to a digital audio player, a computer that has Internet access, a USB connection and audio recording capability. If your computer has no in-built microphone, you will need an external microphone.

# Music 2

**Course No:** 11290 Music 2 (2 units – Year 11)  
15300 Music 2 (2 units – Year 12)

Board Developed Course

Projects developed for assessment in one course are not to be used either in full or in part for assessment in any other course.

## Course description

This course builds on the Stages 4 and 5 Music courses. It assumes that students have a formal background in music, have developed musical literacy skills and have some knowledge and understanding of musical styles.

## What students learn

### Year 11 course

In the Year 11 course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study one mandatory topic covering a range of content and one additional topic in each year of the course.

In the Year 11 course, the mandatory topic is Music 1600–1900. The additional topic is chosen from a list of six topics which covers a broad range of styles, periods and genres.

### Year 12 course

In the Year 12 course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study one mandatory topic covering a range of content and one additional topic in each year of the course. The additional topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres.

In the Year 12 course, the mandatory topic is Music of the Last 25 Years (Australian focus).

## Course requirements

Course cost: Year 11 – \$20 / Year 12 – \$20

Students will be required to perform on an instrument or voice in assessment tasks and examinations.

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology.

Submitted works and performances are required to reflect the mandatory and additional topic studied in the HSC.

The additional topic studied in the HSC must be different to the topic studied in the Year 11 course. 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.

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

Students should have access to a digital audio player, a computer that has Internet access, a USB connection and audio recording capability. If your computer has no in-built microphone, you will need an external microphone.

# Personal Development, Health and Physical Education

**Course No:** 11300 Personal Development, Health and Physical Education (2 units – Year 11)  
15320 Personal Development, Health and Physical Education (2 units – Year 12)

Board Developed Course

## Course description

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students complete two options: first aid and fitness choices.

In the Year 12 course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. 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.

## What students learn

Through the study of the PDHPE course, students learn to develop:

- values and attitudes that promote healthy and active lifestyles and communities
- knowledge and understanding of the factors that affect health
- capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis.

### Year 11 course

#### Core Topics (60%)

- Better health for individuals (30%).
- The body in motion (30%).

#### Options (40%)

##### TWO options:

- First aid (20%).
- Fitness choices (20%).

## Year 12 course

### Core Topics (60%)

- Health priorities in Australia (30%).
- Factors affecting performance (30%).

### Options (40%)

#### TWO options:

- Sports medicine (20%).
- Improving performance (20%).

## Course requirements

The Year 11 course consists of two core modules representing 60% of course time. Options represent 40% of course time.

The Year 12 course consists of two core modules representing 60% of course time. Options represent 40% of course time.

# Physics

**Course No:** 11310 Physics (2 units – Year 11/12)  
15330 Physics (2 units – Year 11/12)

Board Developed Course

## Course description

The Year 11 course develops students' 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 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

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

## What students learn

### Year 11 course

The Year 11 course consists of four modules:

- **Module 1:** Kinematics.
- **Module 2:** Dynamics.
- **Module 3:** Waves and thermodynamics.
- **Module 4:** Electricity and magnetism.

### Year 12 course

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.

## Course requirements

Internet access and DoE email account are required.

The Physics course is designed for students who have a substantial or high achievement level in Year 10 Science (Grade B or above) and sound achievement level in Mathematics 5.2 or 5.3 (Grade C and above).



# Society and Culture

**Course No:** 11330 Society and Culture (2 units – Year 11)

15350 Society and Culture (2 units – Year 12)

Board Developed Course

## Course description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

## What students learn

### Year 11 course

- **The social and cultural world:** The interactions between persons and groups within societies.
- **Personal and social identity:** Socialisation and the development of personal and social identity in a variety of social and cultural settings.
- **Intercultural communication:** How people in different social, cultural and environmental settings behave, communicate and perceive the world around them.

### Year 12 course

#### Core

- **Social and cultural continuity and change:** The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study.
- **The Personal Interest Project (PIP):** An individual research project.

#### Depth Studies

TWO to be chosen:

- **Belief systems and ideologies:** The relationship of belief systems and ideologies to culture and identity.
- **Social inclusion and exclusion:** The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures.

## Course requirements

Completion of Personal Interest Project.

# Software Design and Development

**Course No:** 15360 Software Design and Development (2 units – Year 12 only)  
Board Developed Course

## Course description

The Year 12 course builds on the Year 11 course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

## What students learn

### Year 12 course

- Development and impact of software solutions (15%).
- Software development cycle (40%).
- Developing a solution package (25%).
- Options (20%) – students will be taught:
  - the interrelationship between software and hardware.

## Course requirements

Completion of the Year 11 course is a prerequisite for the Year 12 course.

It is a mandatory requirement that students spend a minimum of 25% of Year 12 course time on practical activities using the computer.

## Technology requirements

Regular access to a computer and the Internet is essential.

For programming activities students will need to have access to Python, Microsoft Office and Visual Studio 2022 Community Edition.

## Other information

Software Design and Development is aimed for students with interest in coding computer programs. It provides a solid foundation in problem-solving and designing well-structured software, skills useful in the further education as well as in the workplace.

# Software Engineering

**Course No:** 11345 Software Engineering (2 units – Year 11)  
NESA Number TBA Software Engineering (2 units – Year 12) \*  
Board Developed Course

\* **Note:** The Year 12 Software Engineering course will be available in 2025.

## Course description

Software Engineering provides students with the knowledge, understanding and thinking skills to develop and communicate solutions to real-world problems.

It encourages each student to think creatively in developing and programming software solutions. It provides students with experience in tools for developing both screen-based and mechatronic solutions.

In the Year 11 course students develop and apply an understanding of the fundamental elements involved in creating software.

This course is delivered online.

## What students learn

Main topic areas:

- Programming fundamentals.
- Programming mechatronics.
- The object-oriented paradigm.

Students will develop skills in using various software design tools and in creating well-structured software using a programming language such as Python. They learn to use tools for programming microcontrollers.

## Course requirements

Practical assessment tasks include designing a software solution for a specified problem and developing a practical mechatronics solution to a real-world problem.

## Technology and other requirements

Regular access to a computer and the Internet is essential.

Information regarding programming languages will be made available to students at appropriate times.

## Other information

Software Engineering is intended for students with an interest in coding computer programs. It provides a solid foundation in problem-solving and designing well-structured software, skills useful in further education and in demand in the work place.

# Studies of Religion

**Course No:** 11350 Studies of Religion I (1 unit – Year 11)  
15370 Studies of Religion I (1 unit – Year 12)

Board Developed Course

## Course description

Studies of Religion I 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.

Year 11 introduces learners to the concepts of studies of religion. Learners have the opportunity to observe religious traditions objectively and to research contemporary religious issues.

In Year 12 learners develop an objective and comprehensive view of religious expressions and traditions that link directly with the life of adherents. They explore how religious traditions provide answers to the questions of human existence.

## What students learn

### Year 11 course

- **Nature of Religion and Beliefs:** The nature of religion and beliefs including Australian Aboriginal and Torres Strait Islander Peoples' beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

- **Religious Tradition Depth Studies (Students study TWO religious traditions)**

- Islam  
All students study this tradition.

Plus **ONE** of the following:

- Buddhism or
- Christianity or
- Hinduism or
- Judaism.

Each of the two religious traditions chosen will study:

- origins
- principal beliefs
- sacred texts and writings
- core ethical teachings
- personal devotion/expression of faith observance.

### Year 12 course

- **Religion and Belief Systems in Australia post 1945:** Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal and Torres Strait Islander Peoples' spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- **Two religious depth studies consistent with those selected in Year 11:**
  - significant people and ideas
  - ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
  - significant practices in the life of adherents.

# Studies of Religion

**Course No:** 11360 Studies of Religion II (2 units – Year 11)

15380 Studies of Religion II (2 units – Year 12)

Board Developed Course

## Course description

Studies of Religion II 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.

Year 11 introduces learners to the concepts of studies of religion. Learners have the opportunity to observe religious traditions objectively and to research contemporary religious issues.

In Year 12 learners develop an objective and comprehensive view of religious expressions and traditions that link directly with the life of adherents. They explore how religious traditions provide answers to the questions of human existence.

## What students learn

### Year 11 course

- **Nature of Religion and Beliefs:** The nature of religion and beliefs including Australian Aboriginal and Torres Strait Islanders People's beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- **Religious Tradition Depth Studies (Students study THREE religious traditions)**  
All students study these **TWO** traditions:
  - Islam and
  - ChristianityPlus **ONE** of the following:
  - Buddhism or
  - Hinduism or
  - Judaism.Each of the 3 religious traditions chosen will study:
  - origins
  - principal beliefs
  - sacred texts and writings
  - core ethical teachings
  - personal devotion/expression of faith observance.
- **Religions of Ancient Origin:** The response to the human search for ultimate meaning in TWO religions of ancient origin from:
  - Aztec or Inca or Mayan
  - Celtic
  - Nordic
  - Shinto
  - Taoism
  - An Indigenous religion from outside Australia.
- **Religions in Australia pre-1945:** The arrival, establishment and development of religious traditions in Australia prior to 1945.

## Year 12 course

- **Religion and Belief Systems in Australia post 1945:** Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal and Torres Strait Islander Peoples' spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today
- **Religion and Non-Religion:** The human search for meaning through new religious expression. Non-religious worldviews and the difference between religious and non-religious worldviews
- **Three religious depth studies consistent with those selected in Year 11:**
  - significant people and ideas
  - ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
  - significant practices in the life of adherents.
- **Religion and Peace:**
  - the distinctive response of TWO religious traditions to the issue of peace.

# Textiles and Design

**Course No:** 11370 Textiles and Design (2 units – Year 11)

15390 Textiles and Design (2 units – Year 12)

Board Developed Course

## Course description

The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian textile, clothing, footwear and allied industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two Year 11 textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The Year 12 course builds upon the Year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item(s).

Students are required to design, develop and manufacture a Major Textiles Project consisting of practical item/s and supporting written documentation to completion.

## What students learn

### Year 11 course

- Design (40%).
- Properties and Performance of textiles (50%).
- The Australian textiles, clothing, footwear and allied industries (10%).

### Year 12 course

- Design (20%).
- Properties and performance of textiles (20%).
- The Australian textiles, clothing, footwear and allied industries (10%).
- Major Textiles Project (50%).

## Course requirements

### Year 11 course

Course cost: Year 11 – \$35

In the Year 11 course students will undertake two textile projects. Year 11 Project 1 is drawn from the Design area of study and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Students will select from the focus areas of non-apparel, furnishing or textile arts. Year 11 Project 2 is drawn from the Properties and Performance of Textiles area of study. It focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information. Students will select from the focus areas of apparel or costume.

Study days and web lessons overview assessment task requirements and course content.

### Year 12 course

In the Year 12 course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore, in detail, one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

- Study Day – Introduction to the Major Textiles Project (MTP) and Year 12 course; view display of previous HSC years selected Major Textiles Projects. Mandatory attendance.
- Manufacture of Major Textiles Project item/s.
- Completion of supporting written documentation for Major Textiles Project.
- Student / teacher meetings for ongoing supervision of MTP project management.
- Study days and web lessons overview assessment task requirements and course content.

## Technology requirements

- Digital access and literacy – Internet access for online learning, email, web lessons, web based research and digital documentation of portfolio work.
- Digital device such as camera, phone or tablet (photographic evidence) and/or scanner.
- Access to a sewing machine (mandatory) and overlocker (preferable). Ability to source materials and equipment for practical textiles projects and documentation.

## Other information

The course provides students with knowledge, understanding and skill that forms a valuable foundation for Year 12 and a range of courses at university and other tertiary institutions relating to fashion and design.



# Visual Arts

**Course No:** 11380 Visual Arts (2 units – Year 11)  
15400 Visual Arts (2 units – Year 12)

Board Developed Course

Projects developed for assessment in one course are not to be used either in full or in part for assessment in any other course.

## Course description

Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia and from other cultures, traditions and times. Students develop their own artworks, culminating in a 'Body of Work' in the Year 12 course.

## What students learn

### Year 11 course

The Year 11 course is broadly focused, while the Year 12 course provides for deeper and more complex investigations.

Year 11 course learning opportunities focus on:

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

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

### Year 12 course

Year 12 course learning opportunities focus on:

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

## Course requirements

Senior Art Kit (Optional): \$80

### Year 11 course


- Artworks in at least two expressive forms and use of a process diary.
- A broad investigation of ideas in art making, art criticism and art history.
- Attendance at Study Days and Excursions, for example the ArtExpress exhibition.
- Students require a computer with internet access in order to access the elearning course and a digital camera to enable efficient, ongoing communication with their teachers.

### Year 12 course


- Development of a body of work and use of a process diary.
- A minimum of five case studies (4 to 10 hours each).
- Deeper and more complex investigations in art making, art criticism and art history.
- Attendance at Study Days, for example Body of Work development, exam preparation and evaluation workshops.
- Attendance at Excursion, for example ArtExpress exhibition.
- Students require a computer with Internet access in order to access the elearning course, and a digital camera to enable efficient, ongoing communication with their teachers.

# VOCATIONAL EDUCATION AND TRAINING (VET) COURSE OUTLINES


## Business Services

 <b>Education</b>	<b>2024 Business Services Course Descriptor</b> <b>BSB30120 Certificate III in Business</b> <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b>
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>	
<b>Course: Business Services</b> Board Developed Course (240 hour)	<b>2 or 4 Preliminary and/or HSC units in total</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business <a href="https://training.gov.au/training/details/bsb30120">https://training.gov.au/training/details/bsb30120</a> . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.	
<b>Entry Requirements</b> You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course, you should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.	
<b>Business Services Training Package (BSB 8.0) Units of Competency</b>	
<b>Core</b> BSBCRT311 Apply critical thinking skills in a team environment BSBPEF201 Support personal wellbeing in the workplace BSBSUS211 Participate in sustainable work practices BSBTWK301 Use inclusive work practices BSBWHS311 Assist with maintaining workplace safety BSBXCM301 Engage in workplace communication <b>Elective</b> BSBTEC303 Create electronic presentation	<b>Elective</b> BSBTEC202 Use digital technologies to communicate in the work environment BSBOPS201 Work effectively in business environments BSBOPS301 Maintain business resources BSBINS302 Organise workplace information BSBTEC301 Design and produce business documents BSBTEC201 Use business software applications BSBPEF301 Organise personal work priorities
<b>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</b>	
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>	
<ul style="list-style-type: none"> <li>working within the business services industry involves customer (client) service</li> <li>using technology to organise information</li> </ul>	<ul style="list-style-type: none"> <li>creativity</li> <li>critical thinking</li> <li>problem solving</li> </ul>
<b>Examples of occupations in the business services industry:</b> <ul style="list-style-type: none"> <li>medical administration</li> <li>clerical worker</li> <li>office administration</li> <li>receptionist</li> <li>information desk operator</li> <li>records and information administration</li> </ul>	
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.	
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.	
<b>Competency-Based Assessment</b> In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.	
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines	
<b>Course Cost: Preliminary -0 HSC - 0</b>	<b>Refunds</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>	
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	
2024 Course Descriptor BSB30120 Certificate III in Business RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.16 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>	

# Hospitality

 <b>Education</b>		<b>2024 Cookery Course Descriptor</b> <b>SIT20421 Certificate II in Cookery – Release 1</b> <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b>	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>			
<b>Course: Hospitality</b> Board Developed Course (240 hour)		2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
<p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1) <a href="https://training.gov.au/Training/Details/SIT20421">https://training.gov.au/Training/Details/SIT20421</a>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>			
<b>Entry Requirements</b> You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a kitchen environment and be able to use a personal digital device including a personal computer or laptop.			
<b>Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency</b>			
<b>Core</b>		<b>Elective</b>	
SITXFSA005	Use hygienic practices for food safety	SITXFSA006	Participate in safe food handling practices
SITXWH005	Participate in safe work practices	SITHCC025	Prepare and present sandwiches
SITHCC023	Use food preparation equipment	SITHCC024	Prepare and present simple dishes
SITHCC027	Prepare dishes using basic methods of cookery	SITHCC026	Packaged prepared foodstuffs
SITHCC034	Work effectively in a commercial kitchen	SITXCOM007	Show social and cultural sensitivity
SITHKOP009	Clean kitchen premises and equipment	SITXCCS011	Interact with customers
SITXINV006	Receive, store and maintain stock		
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>			
Working within the hospitality industry involves <ul style="list-style-type: none"> <li>▪ organising information and records in both paper and electronic forms</li> <li>▪ customer (client) service</li> </ul>		<ul style="list-style-type: none"> <li>▪ teamwork</li> <li>▪ using technologies</li> <li>▪ creating documents</li> </ul>	
<b>Examples of occupations in the hospitality (kitchen operations) industry:</b> <ul style="list-style-type: none"> <li style="width: 33%;">• breakfast cook</li> <li style="width: 33%;">• fast food cook</li> <li style="width: 33%;">• take-away cook</li> <li style="width: 33%;">• catering assistant</li> <li style="width: 33%;">• sandwich hand</li> <li style="width: 33%;">• function cook</li> </ul>			
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.			
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
<b>Course Cost: Preliminary - \$30      HSC - \$30</b> <b>School Specific equipment and associate requirements for students- Chef's Uniform approx. \$60 -70 to be purchased by students</b>		<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2024 Course Descriptor SIT20421 Certificate II in Cookery – Release 1    RTO - Department of Education - 90333, 90222, 90072, 90162    Version 0.13 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>			

# Retail Services

 <b>Education</b>		<b>2024 Retail Services Course Descriptor</b> <b>SIR30216 Certificate III in Retail</b> <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b>	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>			
<b>Course: Retail Services</b> Board Developed Course (240 hour)		<b>2 or 4 Preliminary and/or HSC units in total</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail <a href="https://training.gov.au/training/details/SIR30216">https://training.gov.au/training/details/SIR30216</a> . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 14 units.			
<b>Entry Requirements</b> You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a retail environment and be able to use a personal digital device including a personal computer or laptop.			
<b>Retail Services Training Package Units of Competency</b>			
<b>Core</b> SIRXCEG001 Engage the customer SIRXWHS002 Contribute to workplace health and safety SIRXRSK001 Identify and respond to security risks SIRXSLS001 Sell to the retail customer SIRXIND001 Work effectively in a service environment SIRXCOM002 Work effectively in a team SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty		<b>Elective</b> *SIRXMER001 Produce visual merchandise displays *SIRXPK001 Advise on products and services *SIRRINV001 Receive and handle retail stock *SIRRINV002 Control stock *SIRXIND002 Organise and maintain the store environment *SIRXSLS002 Follow point-of-sale procedures *SIRRRTF001 Balance and secure point-of-sale terminal <b>* Trainer will advise on elective units chosen. Not all units of competency are available.</b>	
Students may apply for Recognition of Prior Learning (RPL) and/or credit transfer before delivery, provided suitable evidence is submitted.			
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>			
<ul style="list-style-type: none"> <li>engaging the customer</li> <li>maintaining daily store operations</li> <li>delivering on organisational expectations</li> </ul>		<ul style="list-style-type: none"> <li>having knowledge of product and service offerings</li> <li>creativity</li> <li>critical thinking</li> <li>problem solving</li> </ul>	
<b>Examples of occupations in the retail services industry:</b>			
<ul style="list-style-type: none"> <li>frontline sales assistant</li> <li>customer service</li> </ul>		<ul style="list-style-type: none"> <li>shop assistant</li> <li>retail supervisor</li> </ul>	
		<ul style="list-style-type: none"> <li>quick service restaurant assistant</li> <li>visual merchandiser</li> </ul>	
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.			
<b>External Assessment (optional HSC examination for ATAR purposes)</b> 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, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
<b>Competency-Based Assessment</b> In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.			
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
<b>Course Cost: Preliminary \$0</b>		<b>HSC - \$0</b>	
		<b>Refunds</b> Refund arrangements are on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course. For more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>			
<b>Exclusions:</b> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			
2024 Course Descriptor SIR30216 Certificate III in Retail RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.14 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>			

# CONTENT ENDORSED COURSE OUTLINES

## Computing Applications

**Course No:** 35021 Computing Applications (2 units – Year 11) \*  
35023 Computing Applications (2 units – Year 12) \*  
35023 Computing Applications (2 units – Year 12 only) \*  
Content Endorsed Course

\* **Note:** This course is NOT available to Single Course enrolments.

### Course description

Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.

Students can undertake 1 unit (60 hours) or 2 unit (120) courses in Year 11 and/or Year 12 year.

### What students learn

Computing Applications is a 'hands-on' skills-based course aimed at developing the student's abilities to use hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks that enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.

It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers.

#### Year 11 course

- Hardware and software skills.
- Desktop publishing 1.
- Graphics 1.
- Multimedia 1.

#### Year 12 course

- Excel 1 and 2.
- Desktop publishing 2.
- Graphics 2.
- Multimedia 2.
- Databases.



## Course requirements

Computing Applications cannot be studied with the Board Developed Courses – Software Design and Development, or Information Processes and Technology.

As stated by NESA: ‘Exclusions: Board Developed Courses — Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework.’

Practical assessment tasks are embedded throughout the course.

## Technology requirements

Regular access to laptop/desktop computer and the Internet is essential.

Students must use their student portal email to download to their computers the free software – Microsoft 365 and Adobe Creative Suite. This will be used extensively in both Year 11 and Year 12.

## Other information

This course is best suited for students who did not study Year 9/10 Information Software Technology.

# Exploring Early Childhood

**Course No:** 31009 Exploring Early Childhood (1 unit – Year 11)

31011 Exploring Early Childhood (1 unit – Year 12)

Content Endorsed Course

## Course description

Our society is increasingly recognising that children's experiences in the early childhood years form the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

## What students learn

Through the study of Exploring Early Childhood, students learn to develop:

- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact on young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction, research and analysis and decision-making and evaluation
- respect for the individuality and uniqueness of young children and their families
- an appreciation of the value and importance of supportive and responsible relationships with young children.

## Course requirements

The course comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. Fourteen optional modules are included in this course.

The time allocated to each optional module is flexible within the range of 15–30 hours depending on the number of units for the course and the way in which the course is delivered.



# Marine Studies

**Course No:** 33503 Marine Studies (2 units – Year 11) \*  
33505 Marine Studies (2 units – Year 12) \*  
33505 Marine Studies (2 units – Year 12 only) \*

Content Endorsed Course

\* **Note:** This course is NOT available to Single Course enrolments.

## Course description

The oceans cover more than 70% of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life, which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.

The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty-first century.

## What students learn

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students' acquire skills to solve real life problems.

Through Marine Studies students will develop:

- knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- the ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- knowledge, understanding and skills in safe practices in the marine context.

## Year 11 course

- Marine safety and first aid.
- The marine environment.
- Life in the sea.
- Humans in water.
- Marine and maritime employment.
- Dangerous marine creatures.
- Oceanography.
- Seafood handling and processing.
- Anatomy and physiology of marine organisms.

## Year 12 course

- Coral reef ecology.
- Marine archaeology.
- Sea birds of our coast.
- Marine aquarium.
- Aquaculture.

## Year 12 course only

- Marine safety and first aid.
- The marine environment.
- Life in the sea.
- Humans in water.
- Marine and maritime employment.
- Dangerous marine creatures.
- Oceanography.
- Seafood handling and processing.
- Anatomy and physiology of marine organisms.
- Coral reef ecology.
- Sea birds of our coast.

## Course requirements

Internet access is required for research and to use DoE email communication.

The Marine Studies course is a non ATAR course. It is designed for students with a basic level of achievement or above in Year 10 Science (Grade D or above).

# Numeracy

**Course No:** 30130 Numeracy Year 11  
30140 Numeracy Year 12 \*

Content Endorsed Course

\* **Note:** The Numeracy CEC Year 12 course will be available in 2025.

It is anticipated that students undertaking Mathematics Advanced or higher courses have already consolidated essential numeracy skills and would not benefit from studying this course.

The Numeracy course does not replace the study of any other course in the suite of Mathematics syllabuses. It may be studied as a stand-alone course or in conjunction with the Mathematics Standard course, where the student would benefit from additional learning opportunities to strengthen their numeracy development. The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses are based on an assumed level of numeracy.

## Course description

The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

The Numeracy course is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

## What students learn

The course enables students to build on existing numeracy skills and to develop and improve their capability to:

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions

in order to manage situations and solve problems relating to their present and future needs.

## Year 11 course

The Numeracy Year 11 course content comprises 2 modules. The modules are divided into content areas.

### Module 1:

- 1: Whole numbers.
- 2: Operations with whole numbers.
- 3: Distance, area and volume.
- 4: Time.
- 5: Data, graphs and tables.

### Module 2:

- 1: Fractions and decimals.
- 2: Operations with fractions and decimals.
- 3: Metric relationships.
- 4: Length, mass and capacity.
- 5: Chance.

# Photography, Video and Digital Imaging

**Course No:** 35226 Photography, Video and Digital Imaging (2 units – Year 11)  
35228 Photography, Video and Digital Imaging (2 units – Year 12)

Content Endorsed Course

## Course description

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

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

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

## What students learn

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

- Video.
- Digital imaging.

Modules may include:

- Camera techniques.
- Landscape photography.
- Manipulated forms.
- Narrative portraiture.
- Photo documentary.
- Temporal accounts.
- Make it big/make it small.
- Photographic competitions.
- Time and place.
- Photographic portfolio.

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

## Course requirements

- Students are required to keep a diary throughout the course.
- Students require access to some kind of camera. A Digital SLR is an advantage but not a requirement.
- Computer capable of running Photoshop (free to download through student portal).

# Sport, Lifestyle and Recreation

**Course No:** 35015 Sport, Lifestyle and Recreation Studies (2 units – Year 11)  
35014 Sport, Lifestyle and Recreation Studies (1 unit – Year 11)  
35017 Sport, Lifestyle and Recreation Studies (2 units – Year 12)  
35017 Sport, Lifestyle and Recreation Studies (2 units – Year 12 only) \*  
35016 Sport, Lifestyle and Recreation Studies (1 unit – Year 12)  
35016 Sport, Lifestyle and Recreation Studies (1 unit – Year 12 only) \*

Content Endorsed Course

\* **Note:** This course is NOT available to Single Course enrolments.

## Course description

Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of, and competence in, a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

## What students learn

Through the study of Sport, Lifestyle and Recreations course, students learn to develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that affect quality of performance
- an ability to analyse and implement strategies to promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration) such as:

- Aquatics.
- Athletics.
- Dance.
- First aid and sports injuries.
- Fitness.
- Games and sports applications.
- Gymnastics.
- Healthy lifestyle.
- Individual games and sports applications.
- Outdoor recreation.
- Resistance training.
- Social perspectives of games and sport.
- Sports administration.
- Sports coaching and training.

## Course requirements

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component.

The time allocated to each optional module is flexible within the range of 20–40 hours, depending on the number of units for the course and the way in which the course is delivered.

# Visual Design

**Course No:** 35101 Visual Design (2 units – Year 11)  
35103 Visual Design (2 units – Year 12)  
35103 Visual Design (2 units – Year 12 only)

Content Endorsed Course

## Course description

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

Through the critical and historical study of designed images and objects, students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students develop knowledge, understanding and skills through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of design.

## What students learn

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

- Graphic design.
- Wearable design.
- Product design.
- Interior/exterior design.

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

## Course requirements

Course cost: Year 11 - \$20 / Year 12 - \$20

Students are required to keep a diary throughout the course.

- Students require a computer with Internet access in order to access the elearning course.
- Students require access to a camera or appropriate device in order to submit photographic evidence of created works.



# Work Studies

**Course No:** 35201 Work Studies (2 units – Year 11)  
35200 Work Studies (1 unit – Year 11)  
35203 Work Studies (2 units – Year 12)  
35203 Work Studies (2 units – Year 12 only) \*  
35202 Work Studies (1 unit – Year 12)  
35202 Work Studies (1 unit – Year 12 only) \*

Content Endorsed Course

\* **Note:** This course is NOT available to Single Course enrolments.

## Course description

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society.

Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

The Work Studies course will assist students to:

- recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- develop an understanding of the changing nature of work and the implications for individuals and society
- undertake work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

## What students learn

The Work Studies CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.

- **Core:** My working life.
- **Modules:** There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.