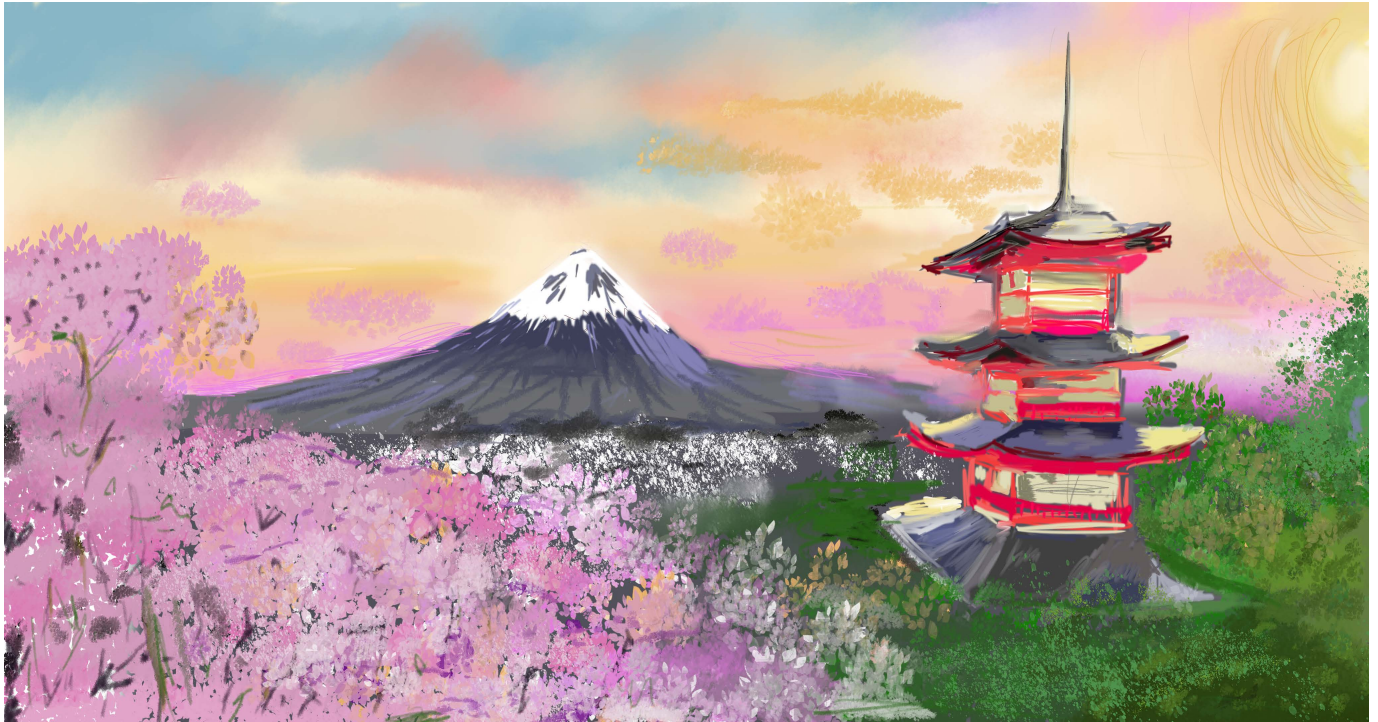




# PITTWATER HIGH SCHOOL

## Subject Selection Handbook Year 11 2024



Digital Drawing by Emily Symonds Year 10



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## Message from the Principal – Alison Gambino

Your choice of courses to study for Years 11 and 12 is one of the most important decisions you will make at school. Making a well-informed choice will have a significant impact on your success in the Higher School Certificate (HSC) and in your Record of School Achievement (RoSA). This in turn will have an important bearing on your chosen program of tertiary studies or career path following school.

This booklet has been carefully prepared to help students, with advice from their parents, carers and teachers, find the study pathway that is best for them. Selecting a pattern of study for the Preliminary and Higher School Certificate years is exciting and students who choose subjects that they are interested in, and can do well in, are more successful.

Some students will have a clear idea of a career path they would like to follow while others are still considering options. It's very important for students to understand that some study and career options require them to complete particular courses, so research and planning is very important. Students need to be aware that there can be implications when choosing subjects so this reference should be read carefully.

To meet student needs, interests and abilities, Pittwater High School offers a broad range of courses and opportunities to maximise learning through studying courses completely at school or in combination with TAFE and industry.

It is most important that course selections are made in the knowledge that your selection of a course does not guarantee a particular course will run in 2024-2025. The final decision on the Year 11 2024 curriculum will be made after consideration of the availability of teachers and specialist resources and the courses having attracted sufficient student numbers to run.

This booklet also provides information on the rules governing the award of the Higher School Certificate in NSW, information on assessment requirements, information regarding the ATAR (Australian Tertiary Admission Rank) and an overview of all courses which may be offered to help students make informed decisions about the subjects and courses they wish to study.

Senior study requires an independent and mature approach, as students must meet their own, their parents and school expectations as well as the HSC rules set down by the NSW Education Standards Authority (NESA). Depending on their pattern of study, students may have a more flexible timetable than in the junior school, with different starting and finishing times to the school day. They may have to travel to TAFE or to workplace learning situations. Senior students are encouraged to use the Learning Centre or the outdoor senior student study area for private study to further develop their skills in self-regulation.

Pittwater High School offers students the opportunity to achieve excellent educational outcomes at an outstanding public school close to home, and be taught by passionate, highly qualified, and caring teachers who know them well and how they learn.



## Subject Selection Event Timeline

Event	Date or Week
<p><b>Conversations Starters</b></p> <ul style="list-style-type: none"> <li>Year 10 students engage in conversations with their classroom teachers about senior options in their subject. Whole class discussion and time for students to ask initial questions.</li> <li>Students are given their 2024 Subject Selection Booklets at their Year Meeting (signed for).</li> </ul>	Week 6/7
<p><b>Taking the conversation further</b> Students take part in events/discussions/information gathering/mini Q&amp;A/subject taster sessions that are led by subject specialists and Head Teachers.</p>	Week 6/7
<b>Excursion to Year 10 Careers Expo</b>	Week 7 - Thu 8 Jun
<p><b>Subject Selection Information Evening <u>at School</u></b> Inviting Parents into the Conversation. Hear from teachers, Head Teachers, Deputy Principals, our current seniors and your children to make the discussion about their plans and routes.</p>	Week 8 - Wed 14 Jun 4:30-5:30 Showcase - PS&Hall 5:30-6:00 Presentation - Hall
<p><b>Year 10 Interviews</b> Students each have an interview with key personnel. Parents are invited to attend with their child either in person or using Facetime.</p>	Week 8/9 15/16/19 Jun
<p><b>Further family discussions and individual reflections</b> Students and parents continue conversations around subject choices.</p>	Week 8
<p><b>Web Choices Open &amp; Close</b> Students make their subject selections for Year 11 online. <a href="https://my.edval.education/login">HTTPS://my.edval.education/login</a></p>	Week 9 opens 3pm 19 Jun closes 3pm 21 Jun
<p><b>Timetable Changes</b> To allow for the timely management of timetable changes, the Deputy Principal will communicate processes and procedures for students to follow around applying for subject changes.</p>	Term 1 2024

## Terminology

### Board Developed Courses

Board Developed Courses are the courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure, content and assessment requirements. NESA also develops Higher School Certificate examinations for most of these courses. Most Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

### Board Endorsed Courses

Board Endorsed Courses have syllabuses endorsed by the NESA to cater for areas of special interest not covered in the Board Developed Courses.

All Board Endorsed Courses count towards the Higher School Certificate and are listed on your Record of Achievement. However, Board Endorsed Courses do not count towards calculation of the ATAR, as there is no external examination.

### Extension Courses

Extension courses are 1 unit courses which build on the content of the 2 unit Board Developed course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Music and some Languages.

English and Mathematics Extension courses are available at Year 11 and Year 12 levels. Students must study the Year 11 extension course in these subjects before proceeding to the two 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.

### Stage 6

The final two years of school education, Year 11 and Year 12 are referred to as Stage 6.

### NSW Education Standards Authority (NESA)

NSW Education Standards Authority (NESA) is a NSW Government Board established to serve NSW Government and Non-Government schools in the development of school education in Years K – 12. The NESA sets the core curriculum for Years K – 12, manages the HSC examinations each year and awards the credentials (HSC and ROSA) each year.

### Higher School Certificate (HSC)

The Higher School Certificate is the highest educational award you can receive from a secondary school in NSW. The HSC is a highly regarded and respected secondary school credential. The HSC is the culmination of 13 years of study through school education.

### UAC

University Admissions Centre (UAC) processes applications to participating universities (mostly in NSW and the ACT). UAC collects data on HSC student performance and ranks students.

### Early Offer Schemes

Institutions can make early offers of undergraduate admission to Year 12 students using criteria other than (or in addition to the ATAR). Institutions use one or more of the following criteria: Year 11 studies, school's rating of your abilities in areas of study and of your aptitudes, Educational Access Schemes (if applicable) and institution-specific documents (if applicable).

### ATAR

Australian Tertiary Admission Rank (ATAR) calculated by UAC and used by UAC to process applications to university courses at participating universities. It is calculated from the best 10 units (including 2 units of English) completed by each HSC student who requests an ATAR.

## Units

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units. In the HSC each unit has a value of 50 marks. Hence, a 2-unit course has a value of 100 marks.

## Subject

A subject is the general name given to an area of study. A subject may have different courses within it. Generally, only one course can be studied within a subject area. For example, French is a subject area. It is made up of two courses, French Beginners and French Continuers. Only one of these courses can be studied by individual students.

## Course

A course is what is taught for the HSC. The following is a guideline to help you understand the pattern of courses.

*2 Unit Course*                      This is the basic structure of all courses.

### *Extension Course*

- Extension study is available in a number of subjects. Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Music and some Languages. Undergraduate university courses will be available in some subjects.
- English and Mathematics Extension courses are available at Year 11 and Year 12 levels. Students must study the Year 11 extension course in these subjects before proceeding to the two 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.

There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.

## Preliminary Course

A Preliminary Course is the Year 11 component of a course. Preliminary courses run for three terms, Terms 1 – 3 of Year 11.

## HSC Course

A HSC Course is the Year 12 component of study. HSC courses run for four terms from Term 4 of the Year 11 school year plus terms 1 to 3 of Year 12. Students sit their HSC examinations during Term 4 of Year 12. Students must satisfactorily complete the Year 11 component of a course before being allowed to progress to the HSC component.

## Vocational Education and Training (VET)

VET courses teach industry specific skills that are relevant to future study and employment. These are competency based and allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation. The AQF qualifications are recognised by industry and employers throughout Australia and give students advanced standing in related study at TAFE NSW and other private training colleges. A workplace component is a compulsory part of all VET Framework courses. Non-completion of mandatory work placement is an automatic N determination.

The VET Curriculum Frameworks are based on Industry Training Packages. The courses from these Frameworks are Board Developed. Students must study the 240-hour course and undertake the optional written examination to have the course contribute to the calculation of the ATAR.



Only one VET course can contribute to the ATAR. Other VET courses for which there are no industry frameworks are usually delivered at TAFE NSW (referred to as TVET courses). These courses have no external examination and do not contribute to the ATAR but count as units towards the HSC. Examples include: Children's Services, Community Services, Design and Computer Assembly & Repair.

TAFE delivered VET courses are usually delivered in 4-hour blocks one afternoon per week from approximately 2-6 pm. 100% attendance is required. It is important to remember that one missed lesson is the equivalent of a week's course content. VET courses are delivered in an adult learning environment. Students must take responsibility for their own learning.

### **Non-ATAR**

You do not require an ATAR to receive an HSC. An ATAR is only required for students seeking placement at a university. A non-ATAR program of study for the HSC allows students to choose courses more relevant for their particular pathway beyond school.

### **Record of School Achievement (ROSA)**

The ROSA is a credential for students who leave school after completing Years 10 & 11 and before they receive their HSC. The credential replaces the School Certificate and includes information about what students have achieved if they choose to leave school before completing the HSC.

### **Life Skills**

Stage 6 (Years 11 and 12) Life Skills courses will be available for students following a special program of study for the Higher School Certificate. Participation in a life skills program will be based upon an individual transition planning process that will occur for both the Year 11 and Year 12 years.

Life Skills Courses have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills Course comprises a 2-unit Year 11 course and a 2-unit Year 12 course. Life skills courses do not count towards the ATAR.

### **Performance Bands**

The performance band is awarded at the end of the HSC course and students are notified of their achievement when they receive their results from NESA. The band awarded aligns with general descriptors of the level the student was working when they completed the course. It is a measure intended to allow comparison of candidates in a course across several years. 2 Unit courses have bands awarded from 1 (lowest) through to 6 (highest). Extension courses have bands awarded from E1 (lowest) to E4 (highest).

### **HSC All My Own Work (AMOW)**

Complete AMOW before submitting any work for Prelim or HSC courses (to be completed whilst in Year 10).

### **HSC Minimum Standard**

To show they meet the HSC minimum standard, students need to achieve a level 3 or 4, in short, online reading, writing and numeracy tests of skills for everyday life.

## Requirements for the HSC

To qualify for the Higher School Certificate (HSC), over Year 11 and 12, students must complete a minimum of **12 units** in Year 11, and students must satisfactorily **complete** the Year 11 course before commencing the corresponding Year 12 course. In Year 12 students must complete a minimum of **10 units**.

Both the Year 11 and Year 12 pattern of study must include:

- 2 units of **compulsory** English
- at least **6 units** of Board Developed Courses
- at least **3 courses** of **2 units** value or greater
- at least **4 subjects** (including English)
- a maximum of 6 units of Science may be included in the Year 11 pattern of study
- a maximum of 7 units of Science may be included in the Year 12 pattern of study

To satisfy the pattern of study requirement for the HSC, a student may count 6 units of Science courses.

### Requirements for the Award of the HSC

English is the only compulsory Higher School Certificate subject.

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least:

- 12 units in your Year 11 study pattern (Yr 11 / 3 terms)
- 10 units in your Year 12 pattern (Year 12 – 4 terms starting Term 4 Year 11)

Oral, practical and project work required for specific courses and the assessment requirements for each course must be completed.

A serious attempt at the required Higher School Certificate examinations must be made.

### Australian Tertiary Admission Rank (ATAR) Rules

The ATAR is the ranking of students used by UAC when deciding which students will be offered places in courses at universities.

If you wish to receive an ATAR you must study:

- a minimum of 10 Board Developed units in your Year 12 studies, including at least 2 units of English
- at least three courses of 2 units value or greater
- at least four subjects

The ATAR will be based on an aggregate of scaled marks in 10 units of Board Developed courses comprising:

- the best 2 units of English; and
- the best 8 units from the remaining units.

### Accumulation of the HSC

Students may accumulate an HSC over a five-year period. The five-year period will commence in the first year a student attempts an HSC examination or completes an HSC VET course.

Students accumulating an HSC will receive a Results Notice for each calendar year of study. The cumulative record will record all Preliminary and HSC courses satisfactorily completed including repeat attempts. The mark of the final attempt on a particular course is the mark counted in the ATAR.

## Assessment and Reporting

### Assessment for the Year 11 Course

The purpose of school assessment is to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning
- provide evidence of satisfactory completion of courses
- provide multiple opportunities for students to demonstrate their achievements

An overall assessment mark is awarded for each course studied. This mark is indicative of the student's achievement of course outcomes or competencies across a range of tasks including class tasks, formal and informal assessments, presentations, and practical works.

The award of the Year 11 Course is dependent upon the satisfactory progress and completion of course work and assessment tasks. Students need to be aware that all formal assessment tasks throughout the course contribute to their final mark. Informal assessments, coursework and class tasks are essential to the development of knowledge and skills in preparation for the HSC.

### Assessment and Reporting

The HSC is based on a standards referenced framework. Student performance is assessed and reported against standards of achievement established for each course.

School based assessment tasks will constitute 50% of the Year 12 course mark. The other 50% will come from the HSC examination. The HSC mark for 2 unit courses will be reported on a scale of 0 to 99. A mark of 50 represents the minimum standard expected.

There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6, with marks from 90 - 99 corresponds to the highest level of achievement.

On satisfactory completion of the HSC students will receive a portfolio containing:

**The Higher School Certificate Testamur for each course:** the official certificate confirming achievement of all requirements for the award of the HSC.

**The Record of School (ROSA) Achievement:** the document listing the results of each course satisfactorily completed, until the date a student leaves school.

### Satisfactory Completion of Courses

Course completion criteria for the Year 11 and Year 12 courses:

*A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:*

- a) **Followed the course** developed or endorsed by NESAs; and
- b) **Applied themselves** with **diligence** and **sustained effort** to the set tasks and experiences provided in the course by the school; and
- c) **Achieved** some or all of the course outcomes

Should a student not satisfy the above criteria, they will be at risk of being awarded a non-determination (non-completion of course requirements). The Principal or delegate will warn the student as soon as possible and advise the parent or guardian (if the student is less than 18 years of age) in writing.

## **Vocational Education and Training (VET)**

VET courses teach industry specific skills that are relevant to future study and employment. These are competency based and allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation. The AQF qualifications are recognised by industry and employers throughout Australia and give students advanced standing in related study at TAFE NSW and other private training colleges. A workplace component is a compulsory part of all VET Framework courses.

The VET Curriculum Frameworks are based on Industry Training Packages. The courses from these Frameworks are Board Developed. Students must study the 240 hour course and the examination pathway (optional) to have the course contribute to the calculation of the ATAR.

Other VET courses for which there are no industry frameworks are usually delivered at TAFE NSW (referred to as TVET courses). These courses have no external examination and do not contribute to the ATAR but count as units towards the HSC. Examples include: Children's Services, Community Services, Design and Computer Assembly & Repair.

TAFE delivered VET courses are usually delivered in 4 hour blocks one afternoon per week from approximately 2-6 pm. 100% attendance is required. One missed lesson is the equivalent of a week's course content. VET courses are delivered in an adult learning environment. Students must take responsibility for their own learning.

### **At TAFE NSW**

For many years Year 12 students have included in their program courses that are studied at TAFE NSW (TVET). These VET courses are dual accredited, giving both HSC and AQF qualifications, and advanced standing for further study at TAFE NSW and other Private Training organisations. Students may apply for courses delivered at a number of TAFE NSW sites, through our Careers Adviser Ms Deb Rixon. All courses run in 4 hour sessions one afternoon a week. School Opal card passes cannot be used to travel to TAFE.

### **Assessment and reporting for VET**

All VET Curriculum Framework courses, where students undertake the optional HSC examination, the Record of School Achievement (ROSA) will show an examination mark. No school assessment mark is included. All assessment tasks demonstrate evidence of competency.

## Subject Selection

You may choose to achieve a Higher School Certificate in one of the following ways:

### HSC Eligibility

Minimum **12 units** in the Year 11 course and **10 units** in the Year 12 course. These units can be from Board Endorsed Courses (BEC) or Board Developed Courses (BDC) as well as meeting the Minimum Standard in Literacy and Numeracy. This option allows you to achieve an HSC without an ATAR.

### ATAR Pathway

Of the subjects for which you sit an HSC examination the **best ten** results are used towards the calculation of your ATAR.

ATAR COURSES		
MANDATORY SUBJECT:		
	Unit	
ENGLISH	(please tick one)	
English Advanced	2	
English Standard	2	
English Extension 1 <i>Can only be done in conjunction with ENGLISH ADVANCED</i>	1	
English Extension 2 (HSC only)	2	
English as an Additional Language or Dialect (EAL/D)	2	
English Studies (Optional ATAR)	2	
ELECTIVE SUBJECTS:		
CREATIVE & PERFORMING ARTS	(please number)	
Drama	2	
Music Course 1	2	
Music Course 2	2	
Visual Arts	2	
H.S.I.E.	(please number)	
*Accelerated Aboriginal Studies	2	
Ancient History	2	
Business Studies	2	
Economics	2	
Geography	2	
Legal Studies	2	
Modern History	2	
Society & Culture	2	
Studies of Religion	2	
LANGUAGES	(please number)	
French Beginners	2	
French Continuers	2	
Japanese Beginners	2	
Japanese Continuers	2	
MATHEMATICS	(please number)	
Mathematics Extension 2 <i>(HSC only)</i>	1	
Mathematics Extension 1	1	
Mathematics Advanced	2	
Mathematics Standard 2	2	
Mathematics Standard 1 <i>(optional ATAR)</i>	2	

ATAR COURSES		
ELECTIVE SUBJECTS: cont.		
	Unit	
PD / H / PE	(please number)	
Community & Family Studies	2	
Dance	2	
PD / H / PE	2	
AGRICULTURE		
Agriculture	2	
SCIENCE	(please number)	
Biology	2	
Chemistry	2	
Earth & Environmental Science	2	
Engineering Studies	2	
*Accelerated Investigating Science	2	
Physics	2	
TAS	(please number)	
Design & Technology	2	
Food Technology	2	
*Accelerated Industrial Technology Multimedia	2	
Industrial Technology Timber	2	
Textiles & Design	2	
VOCATIONAL EDUCATION	(please number)	
<b>SIT20421</b> Certificate II in Cookery (Kitchen Operations)	2	
<b>SIT20322</b> Certificate II in Hospitality (Food & Beverage)	2	
TAFE Courses		
NON ATAR COURSES - BEC	(please number)	
WORK STUDIES	2	
TAFE COURSES <i>(course dependant)</i>	2	
PHOTOGRAPHY, VIDEO & DIGITAL IMAGING	2	
SPORTS, LIFESTYLE & RECREATION	2	

## Faculties and Subjects Overview

FACULTY	HEAD OF FACULTY	SUBJECTS OFFERED
Creative and Performing Arts (CAPA)	Dr Martin Hardy	Drama Music Course 1 Music Course 2 Music Extension (Year 12 only) Visual Arts Photography, Video & Digital Imaging
English	Ms Michelle Phipps	English Advanced English Standard English Studies (Optional ATAR) English Extension I English Extension II English as an Additional Language or Dialect (EAL/D)
Human Society & its Environment (HSIE)	Ms Electra Silk (relieving) Ms Jasmin Wanchers (relieving)	Aboriginal Studies *Accelerated Ancient History Business Studies Economics Senior Geography History Extension Legal Studies Modern History Society and Culture Studies of Religion
Languages	Ms Meg Winter HT Admin Ms Colleen Lustig Coordinator Ms Sonia Hemmerle Coordinator	French Beginners French Continuers Japanese Beginners Japanese Continuers
Mathematics	Ms Amanda Sechi Mon-Wed Mr Martin Huynh Thur-Fri	Mathematics Extension 2 Mathematics Extension 1 Mathematics Advanced Mathematics Standard 2 Mathematics Standard 1 (optional ATAR)
Personal Development, Health & Physical Education (PDHPE)	Mr Trent Schmutter	Community & Family Studies Dance PD/HEALTH/PE Sports, Lifestyle and Recreation
Agriculture	Mr George-Morton-Ramwell	Agriculture
Science	Ms Phoebe Savage (relieving)	Biology Chemistry Earth & Environmental Science Engineering Studies Investigating Science *Accelerated Physics
Technological & Applied Studies (TAS)	Mr Ahmed Hamed (relieving)	Design & Technology Food Technology I.T. Multimedia *Accelerated Industrial Technology Timber Textiles and Design
Vocational Education and Training (VET)	Ms Elizabeth Seares (relieving)	SIT20421 Cert II in Cookery (Kitchen Ops) SIT20322 Cert II in Hospitality (Food & Bev) Work Studies

## ENGLISH COURSES

### **ENGLISH**

English Advanced

English Standard

English as an Additional Language / Dialect  
(EAL/D)

English Extension 1

English Extension 2

English Studies

Ms Michelle Phipps  
Head Teacher

**2 unit**

Year 11 and Year 12

Board Developed Course

**ATAR**

YES

**Course Outline**

In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, 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 appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

**Course Content****Year 11**

In the Advanced Year 11 course, students undertake the intensive and close reading of quality texts from a variety of modes and media. In doing so, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios. Students explore a range of narratives from the past and the contemporary era and consider the powerful role of stories and storytelling. They develop analytical and critical knowledge, understanding and appreciation of literary texts and draft, appraise and refine their own texts.

**Year 12**

In the Advanced Year 12 course, students deepen their understanding of how texts represent individual and collective human experiences and further develop a repertoire of skills in comprehending, interpreting and analysing complex texts. Students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. By composing critical and creative texts in a range of modes and media, students develop the confidence, skills and appreciation to express a considered personal perspective. Students develop detailed analytical and critical knowledge, understanding and appreciation of substantial literary texts. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.

**HSC Assessment**

Written HSC Examination

**Special Requirements / equipment:***What I need for this course:*

Nil.

**Exclusions***What you cannot do with this course:*

English Standard  
English Studies  
EAL/D

**Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>



**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

### Course Outline

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. 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.

### Course Content

#### Year 11

In the Standard Year 11 course, students undertake the intensive and close reading of quality texts from a variety of modes and media. In doing so, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios. Through responding and composing for a range of purposes and audiences, students further develop skills in comprehension, analysis, interpretation and evaluation. Students also extend their knowledge, understanding and appreciation of the ways that different communication technologies shape the ways that we read, navigate, understand and respond to digital multimedia, multimodal and nonlinear texts. They develop understanding of the creative possibilities made available through these rapidly evolving technologies in the ways we communicate and represent ideas and experiences. Students develop their knowledge and appreciation of a substantial literary print text and they plan, draft and refine their own written and spoken texts.

#### Year 12

In the Standard Year 12 course, students deepen their understanding of how texts represent individual and collective human experiences and further develop a repertoire of skills in comprehending, interpreting and analysing complex texts. They consider how their responses to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities. Students develop an informed understanding, knowledge and appreciation of a substantial literary text. They strengthen and extend their knowledge, skills and confidence as writers. Students write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

#### HSC Assessment

Written HSC Examination

### Special Requirements / equipment:

*What I need for this course:*

Nil.

### Exclusions

*What you cannot do with this course:*

English Advanced,  
English Studies,  
EAL/D

### Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

### Course Outline

English EAL/D is designed for students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds as designated by the course entry requirements. The students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English, to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

### Course Content

#### Year 11

The English EAL/D course focuses on the close study of language and meaning and English language learning. Students are provided with opportunities to develop and refine skills in spoken and written English. The English EAL/D course assists students to develop the collaborative and critical thinking skills needed to navigate their way through the 21st-century world. Explicit and targeted English language instruction throughout the English EAL/D course is delivered in context and at students' point of need in order to assist them in achieving Years 11 outcomes. The English EAL/D course assists students to participate more effectively in Australian education and society by providing them with the opportunity to learn Standard Australian English in varied, relevant, authentic and challenging contexts. This development of creative and critical English language skills, knowledge and understanding, and their engagement with literature and other textual forms, will contribute to an increased understanding of the diversity and values of Australian and other cultures.

#### Year 12

In their study of English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine various contexts of language usage to understand how making meaning is complex and shaped by a multiplicity of factors. As students' command of English continues to grow, they are provided with opportunities to question, assess, challenge, reformulate information, identify and clarify issues, negotiate and solve problems. They can become creative and confident users of a range of digital technologies and understand and reflect on the ongoing impact of these technologies on society. These skills and understandings allow them to develop their control of language for lifelong learning, in their careers and lives in a global world.

#### HSC Assessment

Written HSC Examination

### Special Requirements / equipment:

#### *What I need for this course:*

The English EAL/D course may be studied by any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for **five years or less** prior to commencing the Year 11 course. This includes:

- students whose learning has been interrupted by periods away from education in which English was the language of instruction
- Aboriginal and Torres Strait Islander students from Indigenous communities where Standard Australian English is not the common language of the local community.

An ESL Eligibility Declaration form must be completed for any student seeking entry to the course.

### Exclusions

#### *What you cannot do with this course:*

English Standard  
English Advanced  
English Studies

### Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**1 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

### Course Outline

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

### Course Content

#### Year 11

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. Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in more recent culture. A related project provides opportunities for students to develop skills in independent investigation and critical and creative thinking. Students apply their knowledge about texts to their own selected texts. They develop an understanding of research methodologies suitable to support a range of interpretive, analytical and imaginative projects.

#### Year 12

Students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. 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.

#### HSC Assessment

Written HSC Examination

### Special Requirements / equipment:

*What I need for this course:*

This course must be studied with English Advanced.

### Exclusions

*What you cannot do with this course:*

English Standard  
English Studies  
EAL/D

### Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**1 unit**  
Year 12

Board Developed Course

**ATAR**  
YES

### Course Outline

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses.

The course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English.

### Course Content

#### Year 12 ONLY

This course requires students to complete a Major Work. Through the experimentation with and exploration of form, style and media students express complex concepts and values in innovative, insightful and powerful ways. The creative process involves the exploration and expression of complex human experiences, connects individuals to wider visions and perspectives, and enhances a student's enjoyment of literature and the aesthetics of language.

#### HSC Assessment

External Assessment – Major Work

### Special Requirements / equipment:

#### *What I need for this course:*

This course must be studied with English Advanced and English Extension 1.

### Exclusions

#### *What you cannot do with this course:*

English Standard  
English Studies  
EAL/D

### Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
Optional \*

### Course Outline

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

### Course Content

#### Year 11

Students develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. Students experience, engage with and critique literary and other texts that expand horizons by showing, through an imaginative use of language, the variety and richness of people's working, schooling and community lives.

#### Year 12

Students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. By responding and composing throughout the module students further develop a repertoire of skills in comprehending, interpreting and analysing complex texts.

#### HSC Assessment

Internal Assessment  
Optional Written HSC Examination

\* To be eligible for an ATAR, students studying the English Studies course must complete the optional written HSC examination and include a further 8 units of courses in their pattern of study.

### Special Requirements / equipment:

*What I need for this course:*

Nil.

### Exclusions

*What you cannot do with this course:*

English Standard  
English Advanced  
English Extension 1 and 2  
EAL/D

### Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

## **CREATIVE AND PERFORMING ARTS COURSES**

### **CREATIVE AND PERFORMING ARTS**

Drama

Music Course 1

Music Course 2

Music Extension (Year 12 only)

Photography, Video & Digital Imaging

Visual Arts

Dr Martin Hardy

Head Teacher

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

**Course Outline**

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

This course provides students with the opportunity to engage in collaborative and individual experiences to develop skills in interpretation, communication, performance and critical analysis. Students engage with the cultural traditions and social contexts of drama and theatre through critical study and experiences in practical workshop activities and performances.

**Year 11 Course** content comprises an interaction between the components of play-building, acting, textual analysis through study and performance and an examination of theatrical traditions and performance styles. Learning comes from practical experiences in each of these areas.

**Year 12 Course** comprises Australian Drama and Theatre and studies in Drama and Theatre, involving the theoretical study through practical exploration of themes, Issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The current HSC text focus at Pittwater High is on Dramatic Traditions in Australia and Black Comedy.

**Course Content**

**Year 11**  
Greek Theatre, Theatre of the Absurd, Play-building, Acting, Brechtian / Stanislavskian Theatrical Traditions & Performance Styles.

Students undertake TWO mini-major works based on the following project options:

- ❖ Performance
- ❖ Script Writing
- ❖ Set Design
- ❖ Costume Design
- ❖ Directors Folio
- ❖ Promotional Portfolio
- ❖ Video Drama

**Year 12**  
Australian Drama & Theatre (Core content) / Studies in Drama & Theatre (Black Comedy) / Group Performance & Individual Project (see list of options below).

**HSC Assessment**  
The **Group Performance** (3-6 students) involves creating a piece (8-12 min) of original theatre. It provides opportunity for each student to demonstrate his or her performance skills.

For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis (e.g. a Director's Folio) **or** Design (e.g. Costume, Set, Lighting, Promotions) **or** Performance (6-8-minute monologue) **or** Script-writing **or** Video Drama.

Written HSC Examination with 2 x 45-minute essays:

1. Black Comedy
2. Australian Drama & Theatre

**Special Requirements / equipment:**  
*What I need for this course:*

Students are encouraged to bring "Drama shorts" to be stored at school to allow them a full range of movement in practical activities.

Yr 12 require TWO log books, preferable A4 with black pages, e.g. Art diary.

**Exclusions**  
*What you cannot do with this course:*

Nil.

**Relevant links:**  
Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

### Course Outline

In Music 1, students will study:

The **concepts of music**

- through the **learning experiences** of performance, composition, musicology, and aural
- within the **context** of a range of styles, periods and genres (21 different topics to select from)

### Concepts of Music

The content of the syllabus is set out according to the musical concepts of:

- duration
- pitch
- dynamics and expressive techniques
- tone colour
- texture
- structure

### Course Content

#### Year 11

Students study three topics in each year of the course. Topics are chosen from an extensive list which covers a range of styles, periods and genres. For example: Rock, Jazz, Music for Radio, Film Television and Multimedia.

#### Year 12

In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course. Students selecting composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.

#### HSC Assessment

Written HSC Examination based on Aural Skills (30 marks)  
Practical examination – Core Performance (20 marks)  
Electives (60 marks)

### Special Requirements / equipment:

*What I need for this course:*

Own instrument an advantage

### Exclusions

*What you cannot do with this course:*

Nil.

### Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>



**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

### Course Outline

In the Preliminary and HSC music courses, students will study:

The concepts of music

- through the **learning experiences** of performance, composition, musicology and aural
- within the **contexts** of a range of different styles, period and genres (Mandatory and additional topics)

### Concepts of Music

The content of the syllabus is set out according to the musical concepts of:

- duration
- pitch
- dynamics and expressive techniques
- tone colour
- texture
- structure

### Course Content

#### Year 11

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.

#### Year 12

This course is a continuation of skills developed in the Year 11 course. The Mandatory Topic is Music of the Last 25 Years (Australian focus). Students must be able to read and analyse musical scores.

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

### HSC Assessment

#### Written HSC Examination:

Musicology and Aural Skills (35 marks)

#### Practical Examination

Performance and Sight singing (20 marks)

#### Other components:

Core – Composition (15 marks) – submitted to NESA

Electives (30 mark) - performance in HSC practical exam, others to NESA

### Special Requirements / equipment:

*What I need for this course:*

Own instrument

### Exclusions

*What you cannot do with this course:*

Nil.

### Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**  
Year 12

Board Developed Course

**ATAR**  
YES

**Course Outline**

The Year 12 Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

**Course Content**

**Year 12**

Students selecting performance will be required to present three pieces for the Higher School Certificate practical exam, one of which must be an ensemble performance.

Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESA to validate authorship of the submitted work.

**HSC Assessment**

Performance or Composition or Musicology (50 marks)

**Special Requirements / equipment:**

*What I need for this course:*

Must be studied with Music 2.

**Exclusions**

*What you cannot do with this course:*

Music 1.

**Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**  
Preliminary and HSC

Board Endorsed Course

**ATAR**  
NO

### Course Outline

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary and traditional artistic practices which resonate within students' experience and understanding of the world. The skills taught are highly relevant to contemporary ways of interpreting the world and visual literacy which is vital in a digital age.

The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice. The course is designed to enable students' to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

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

### Course Content

#### Preliminary and HSC Courses

**Modules may be selected in any of the three broad fields of:  
Photography / Video / Digital Imaging.**

Modules include: Introduction to the Field / Developing a Point of View / Traditions, Conventions, Styles & Genres / Manipulated Forms / The Arranged Image / Temporal Accounts.

A OHS 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.

#### HSC Assessment

There is no external examination for Photography. All tasks are internally assessed.

#### Special Requirements / equipment:

*What I need for this course:*

Students are required to keep a digital and physical portfolio. Photography equipment is desirable, but not essential.

#### Exclusions

*What you cannot do with this course:*

Nil.

#### Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/photography-video-and-digital-imaging>

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

### Course Outline

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Year 11 Course is broadly focused, while the Year 12 Course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Throughout Year 12, Visual Arts students may work within and across a wide variety of practices including Drawing, Painting, Sculpture, Printmaking, Photomedia, Documented Forms, Textile and Fibre, Designed Objects, Graphic Design, Time-based Forms, Ceramics and Collection of Works.

### Course Content

#### Year 11

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.

#### Year 12

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.

#### HSC Assessment

Written HSC Examination – Art Criticism and Art History (50 marks)  
Externally-marked Body of Work (50 marks)

### Special Requirements / equipment:

*What I need for this course:*

Art Diary. Art Materials.

### Exclusions

*What you cannot do with this course:*

Nil.

### Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

## HUMAN SOCIETY & ITS ENVIRONMENT COURSES

### **H.S.I.E.**

Aboriginal Studies (\*Accelerated)

Ancient History

Business Studies

Economics

Senior Geography

History Extension (Year 12 only)

Legal Studies

Modern History

Society and Culture

Studies of Religion

Ms Jasmin Wanschers/Ms Electra Silk

Head Teacher (relieving)

\*Accelerated course Aboriginal Studies is offered in Year 9 and is only available in 2024 to existing Aboriginal Studies Students.

<p><b>2 unit</b> Year 10 and Year 11</p>	<p>Board Developed Course</p>	<p><b>ATAR</b> YES</p>
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**Course Outline**

The **Year 11 course (completed in Years 9 and 10)** 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.

The **Year 12 course (completed during Year 11)** 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.

**Course Content**

**Year 11 (studied in year 10)**

**Part 1: Aboriginality and the Land (20%)** – Aboriginal peoples' relationship to Country – Dispossession and dislocation of Aboriginal peoples from Country – Impact of British colonisation on Country.

**Part 2: Heritage and Identity (30%)** – 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 3: International Indigenous Community: Comparative Study (25%)** – 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 4: Research and Inquiry Methods: Local Community Case Study. (25%)** Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information.

**Year 12 (studied in year 11)**

**Part 1: Social Justice and Human Rights Issues (50%) A) Global Perspective (20%)** Global understanding of human rights and social justice **AND B) Comparative Study (30%)** A comparative case study on an Aboriginal and international Indigenous community, in relation to the following topics: Health and Criminal Justice.

**Part 2: Case Study of an Aboriginal community for each topic (20%) A) Aboriginality and the Land** – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses.

**Part 3: Research and Inquiry Methods – Major Project (30%)** Choice of project topic based on student interest.

**HSC Assessment**

Written HSC Examination (100 marks)

**Special Requirements / equipment:**

*What I need for this course:*

Students must undertake mandatory case studies and a major project. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

**Exclusions**

*What you cannot do with this course:*

Nil.

**Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/1-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

## Course Outline

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world.

The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for conserving and preserving the world's cultural heritage.

The knowledge, understanding and skills that students acquire through studying Ancient History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

## Course Content

### Year 11

#### Part 1 – Investigating Ancient History and Case Studies

Tutankhamun's Tomb and the Investigation of Ancient Sites and Sources  
Palmyra and the Silk Road

#### Part 2 – Features of Ancient Societies

Role of Women in Athens  
Impact of Slavery on Ancient Rome

#### Part 3 – Historical Investigation

The historical investigation topic is chosen by the students to extend a particular area of individual student or group interest.

### Year 12

**Core (25%)** - Cities of Vesuvius: Pompeii and Herculaneum  
**Ancient Societies (25%)** - Spartan society to the Battle of Leuctra  
**Personalities in their times (25%)** - Agrippina the Younger  
**Historical Periods (25%)** - The Julio-Claudians AD 14-69

### HSC Assessment

Written HSC Examination (100 marks)

### Special Requirements / equipment:

*What I need for this course:*

Nil.

### Exclusions

*What you cannot do with this course:*

Nil.

### Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/1-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

**Course Outline**

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.

**Course Content**

**Year 11**  
**Nature of Business (20%)**  
**Business Management (40%)**  
 The nature and responsibilities of management.  
**Business Planning (40%)** establishing and planning a small to medium enterprise.

**Year 12**  
**Operations (25%)** strategies for effective operations management  
**Marketing (25%)** development and implementation of successful marketing strategies.  
**Finance (25%)** financial information in the planning and management of business.  
**Human Resources (25%)** human resource management & business performance.

**HSC Assessment**  
 Written HSC Examination (100 marks)

**Special Requirements / equipment:**  
*What I need for this course:*

Nil.

**Exclusions**  
*What you cannot do with this course:*

Nil.

**Relevant links:**  
 Syllabus Link:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>



**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

### Course Outline

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. The study of Economics can help individuals, groups and societies make choices that assist them to improve their quality of life. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

### Course Content

#### Year 11

**Introduction to Economics (10%)** – the nature of economics and the operation of an economy.

**Consumers and Business (10%)** – the role of consumers and business in the economy.

**Markets (20%)** – the role of markets, demand, supply and competition.

**Labour Markets (20%)** – the workforce and role of labour in the economy.

**Financial Markets (20%)** – the financial market in Australia including the share market.

**Government in the Economy (20%)** – the role of government in the Australian economy.

#### Year 12

**The Global Economy (25%)** – Features of the global economy and globalisation.

**Australia's Place in the Global Economy (25%)** – Australia's trade and finance.

**Economic Issues (25%)** – issues including growth, unemployment, inflation, wealth and management.

**Economic Policies and Management (25%)** – the range of policies to manage the economy.

#### HSC Assessment

Written HSC Examination (100 marks)

### Special Requirements / equipment:

*What I need for this course:*

Nil.

### Exclusions

*What you cannot do with this course:*

Nil.

### Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

2 unit

Year 11 and Year 12

Board Developed Course

ATAR

YES

**Course Outline**

The **Year 11 course** investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

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 demonstrates the relevance of geographical study.

**Course Content****Year 11**

**Biophysical Interactions (45%)** – how biophysical processes contribute to sustainable management.

**Global Challenges (45%)** – geographical study of issues at a global scale. Such as: cultural inclusion, political geography, development geography or natural resource use.

**Senior Geography Project (10%)** – a geographical study of student's own choosing.

**Year 12**

**Ecosystems at Risk (33%)** – the functioning of ecosystems, their management and protection.

**Urban Places (33%)** – study of cities and urban dynamics.

**People and Economic Activity (33%)** – 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.

**HSC Assessment**

Written HSC Examination (100 marks)

**Special Requirements / equipment:**

*What I need for this course:*

Students complete a senior geography project (SGP) in the Year 11 course and must undertake 12 hours of fieldwork in both the Year 11 and Year 12 courses.

**Exclusions**

*What you cannot do with this course:*

Nil.

**Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**1 unit**  
Year 12

Board Developed Course

**ATAR**  
YES

## Course Outline – one unit course

The Year 12 History Extension provides students with the opportunity to gain greater knowledge and understanding of the way history is written. They do this by reviewing the kinds of history that have been written and the context in which history is constructed over time in order to reflect on some of the problems associated with the writing of history. Students explore these issues through readings selected from the works of various writers and historians from ancient times to the present day and a case study on an area of debate.

Through the case study, students consider how historians use sources as evidence to establish their interpretations of a person or issue. Finally, students have the opportunity to build on the skills of historical enquiry and to apply them by designing and conducting their own historical investigation.

## Course Content

### Year 12

#### Constructing History

##### Part 1: Key Questions (50%)

Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions:

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

##### Part 2: Case Study – Option 12: A British Prime Minister: Winston Churchill (50%)

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

#### History Project:

Students undertake an individual investigative project, focusing on an area of changing historical interpretation.

#### Internal HSC Assessment:

Internally-assessed Major Work project (70%)

#### External HSC Assessment:

Written HSC Examination (50 marks)

## Special Requirements / equipment:

### What I need for this course:

Year 11 Ancient History  
AND/OR Modern History and  
Year 12 Ancient History  
AND/OR Modern History.

## Exclusions

### What you cannot do with this course:

Nil.

## Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

### Course Outline

Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level. 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 range of contemporary issues.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies including Criminal, Family, International and Human Rights Law. Students engage critically with overarching themes and challenges, including the role of law reform, the ability of the law to achieve justice and the tension between individual and community interests.

### Course Content

#### Year 11

**Part I: The Legal System (40%)** - Learn about the nature and functions of law, processes and institutions.

**Part II: The Individual & the Law (30%)** - Examine the ways in which the law impacts on individuals and their rights and responsibilities.

**Part III: The Law in Practice (30%)** - Investigate contemporary issues that deepen students' understandings of the principles of law.

#### Year 12

**Core Part I: Crime (30%)**

**Core Part II: Human Rights (20%)**

**Part III: Two Options - Family Law and Indigenous Peoples (25% per option)**

#### HSC Assessment

Written HSC Examination **(100 marks)**

### Special Requirements / equipment:

*What I need for this course:*

Nil.

### Exclusions

*What you cannot do with this course:*

Nil.

### Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/1-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

**Course Outline**

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. Modern History provides students with opportunities to explore their interest and curiosity about people and events that have had a significant impact on the modern world. It provides insight into the possible motivations and role of individuals and groups, as well as the origin and impact of ideas and developments that have transformed societies. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world. It enables students to acquire knowledge and to understand how knowledge is constructed.

Modern History provides opportunities for students to explore historical problems, to pose questions and to consider problems of evidence, causation and historical agency as part of the historical inquiry process, using the information technology available to them. Students develop transferable skills associated with the process of historical inquiry and dealing with the provisional nature of historical evidence and arguments. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. Students develop increasingly sophisticated historiographical skills and historical understanding, from the close study of people and events to the analysis and interpretation of broader developments that have shaped the modern world.

**Course Content**

**Year 11**  
**PART I:** Investigating Modern History, which includes: **(50%)**  
The Nature of Modern History

- Students investigate ways in which the past is represented and commemorated through of a study of historical films, museums and textbooks/official literature with a focus on JFK

Case Studies:

- The Meiji Restoration of Japan
- The Industrial and Imperial growth of the USA to 1918
- China before Mao

**PART II:** Historical Investigation: Students select a topic and complete an individualised project based on student choices **(20%)**

**PART III:** The Shaping of the Modern World with a focus on World War I **(30%)**

**Year 12**  
Core Study: Power & Authority in the Modern World 1919-1946 **(25%)**  
National Study – USA 1919-1941 **(25%)**  
Peace and Conflict Study – Conflict in the Pacific 1937- 1951 **(25%)**  
Change in the Modern World Study – The Cultural Revolution to Tiananmen Square 1966-1989 **(25%)**

**HSC Assessment**  
Written HSC Examination **(100 marks)**

**Special Requirements / equipment:**  
*What I need for this course:*

Nil.

**Exclusions**  
*What you cannot do with this course:*

Nil.

**Relevant links:**  
Syllabus Link:  
<http://educationstandards.nsw.edu.au/wps/portal/nes/a/11-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

**Course Outline**

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social and cultural world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study.

Students develop an understanding of both primary and secondary research methodologies and in Year 12 undertake research in an area of society and culture that is of particular interest to them. Students' research findings are presented for external assessment in the Personal Interest Project (PIP). This project deals with acceptable areas of interest and relevance for research.

Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology.

The study of Society and Culture prepares students for adult life by developing knowledge, understanding, skills and other qualities associated with effective citizenship at local, national, regional and global levels. In so doing, it forms a basis for moving towards a more just society through positive participation in community life and attaining social and cultural literacy.

**Course Content**

**Year 11**

**The Social and Cultural World (20%)** – the interaction between aspects of society and cultures.

**Personal and Social Identity (40%)** – socialisation and coming of age in a variety of social and cultural settings.

**Intercultural Communication (40%)** – how people in different cultures interact and communicate.

**Year 12**

**Social and Cultural Continuity and Change (30%)** – the nature, continuity and change, research and study of a selected country.

**The Personal Interest Project (30%)** – an individual research project.

**Depth Studies (40%)** Popular Culture and Social Inclusion and Exclusion.

**HSC Assessment**

Written HSC Examination **(60 marks)**  
Externally-marked Personal Interest Project **(40 marks)**

**Special Requirements / equipment:**  
*What I need for this course:*

Completion of a Personal Interest Project (minimum 4000 words).

**Exclusions**  
*What you cannot do with this course:*

Nil.

**Relevant links:**  
Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/1-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

### Course Outline

The Studies of Religion syllabus acknowledges that there are many ways of studying religion. It investigates the significance of the role of religion in society and, in particular, within Australian society. It recognises and appreciates the place and importance of Aboriginal belief systems and spiritualities in Australia. This syllabus enables students who live in a multifaith and multicultural society to progress from a broad understanding of religious traditions to specific studies within these traditions. The syllabus provides a focus on religious expression in Australia and, investigates religion's place within the global community.

Studies of Religion emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners. Studies of Religion provides a learning experience that prepares students for further education and training, employment and full and active participation as citizens within society.

### Course Content

#### Year 11

**Nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities (15%)**

**Religious Tradition Depth Studies (50%)** Students will study the origins, beliefs, texts, ethical teachings and practices of the below religions.

- Buddhism
- Judaism
- Islam

**Religions of Ancient Origin (20%)** Students study Nordic and Shinto religion and examine the role it played in their society

**Religion in Australia pre-1945 (15%)**

#### Year 12

**Religion and beliefs in Australia post-1945 (25%)** including a study of contemporary Aboriginal spiritualities.

**Religious Tradition Depth Studies continuing from the previous study of these religions (25%)** Students will study a significant person, a specific ethical issue and guideline and significant practice for each religion.

- **Buddhism:** Significant person - 14<sup>th</sup> Dalai Lama, Ethical issue: Environmental ethics, Significant practice: Temple Puja.
- **Islam:** Significant person – Al Shafi'I, Ethical issue: Sexual ethics, Significant practice: Hajj
- **Judaism:** Significant person – Moses Maimonides, Ethical issue: Bioethics, Significant practice: Synagogue Services.

**Religion and Peace (25%)** focusing on how religious traditions respond to the issue of peace.

**Religion and Non-Religion (25%)** focusing on comparing the religious and non-religious responses to worldviews.

### HSC Assessment

Written HSC Examination (100 marks)

### Special Requirements / equipment:

*What I need for this course:*

Nil.

### Exclusions

*What you cannot do with this course:*

### Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

## LANGUAGES COURSES

### LANGUAGES

French Beginners

French Continuers

Japanese Beginners

Japanese Continuers

Ms Meg Winter

Head Teacher Languages

Ms Colleen Lustig & Ms Sonia Hemmerle

Language Coordinators



<p><b>2 unit</b> Year 11 and Year 12</p>
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<p>Board Developed Course</p>
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<p><b>ATAR</b> YES</p>
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<p><b>Course Outline</b></p> <p>In the Year 11 and Year 12 courses, students will develop the linguistic, intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics are studied through two interdependent perspectives, the Personal World and the French-speaking Communities. These perspectives provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.</p> <p>The perspective, <i>the Personal World</i>, will enable students to use French to express and share ideas about experiences and activities relating to daily life and transactions in their own world. The perspective, <i>the French-speaking Communities</i>, will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where French is spoken.</p> <p>Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.</p>
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<p><b>Course Content</b></p> <p><b>Year 11</b> The Year 11 Course introduces students to the study of French language and grammar. Topics provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.</p> <p><b>Year 12</b> In the Year 12 course students will extend and refine their communication skills in French in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.</p> <p><b>Topics Studied</b></p> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations</li> </ul> <p><b>HSC Assessment</b> Written HSC Examination (80 marks) Oral Examination (20 marks)</p>
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<p><b>Special Requirements / equipment:</b> <i>What I need for this course:</i></p> <p><b>Eligibility criteria:</b> Students who have completed more than 100 hours of study (1 year) of French language in the junior school are not eligible to study this course.</p>
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<p><b>Exclusions</b> <i>What you cannot do with this course</i></p> <p>French Continuers.</p>
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<p><b>Relevant links:</b> Syllabus Link:</p> <p><a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z</a></p>
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**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

**Course Outline**

In the Year 11 and Year 12 courses, students will continue to build on the linguistic understanding and intercultural knowledge that they have developed in their study of French in the junior school. Speaking, listening, reading and writing skills are all studied to further their communicative skills across a range of topics.

The French language is studied through three prescribed themes. These themes and associated topics provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

Students will develop linguistic ability and gain cultural understanding through the study of the French language. The ability to communicate in French should also promote understanding, harmony and cooperation with French-speaking communities in Australia and may provide students, in conjunction with their other skills, with enhanced vocational opportunities. Knowledge of French may be an advantage in seeking employment in many fields.

**Course Content**

**Year 11**

course is studied through themes and associated topics. Students' skills in and knowledge and understanding of French will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of French-speaking communities through the study of a range of texts.

**Year 12**

course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of French and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of French-speaking communities will develop further.

**Topics Studied**

- The Individual – personal identity, relationships, school life and aspiration, leisure and interests.
- The French-Speaking Communities – daily life/ lifestyles, arts and entertainment.
- The Changing World – travel and tourism, the world of work, current issues, the young person's world.

**HSC Assessment**

- Written Examination **(80 marks)**
- Oral Examination **(20 marks)**

**Special Requirements / equipment:**

*What I need for this course:*

Students typically have studied the language for 200–400 hours at the commencement of Stage 6.

**Exclusions**

*What you cannot do with this course:*

French Beginners

**Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

<p><b>2 unit</b> Year 11 and Year 12</p>	<p>Board Developed Course</p>	<p><b>ATAR</b> YES</p>
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**Course Outline**

In the Year 11 and Year 12 courses, students will develop the linguistic, intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics are studied through two interdependent perspectives, the Personal World and the Japanese-speaking Communities. These perspectives provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

The perspective, *the Personal World*, will enable students to use Japanese to express and share ideas about experiences and activities relating to daily life and transactions in their own world.

The perspective, *the Japanese-speaking Communities*, will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where Japanese is spoken.

Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese speaking communities through the study of a range of texts.

**Course Content**

**Year 11**

The Year 11 Course introduces students to the study of Japanese language and grammar. Topics provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

**Year 12**

In the Year 12 course students will extend and refine their communication skills in Japanese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

**Topics Studied**

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

**HSC Assessment**

Written HSC Examination (80 marks)  
Oral Examination (20 marks)

**Special Requirements / equipment:**

*What I need for this course:*

Eligibility criteria:  
Background Speakers of Japanese.  
Students who have completed more than 100 hours of study (1 year) of Japanese language in the junior school are not eligible to study this course.

**Exclusions**

*What you cannot do with this course:*

Japanese Continuers.  
Japanese in Context.  
Japanese and Literature.

**Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

**Course Outline**

In the Year 11 and Year 12 courses, students will continue to build on the linguistic understanding and intercultural knowledge that they have developed in their study of Japanese in the junior school. Speaking, listening, reading and writing skills are all studied to further their communication skills across a range of topics.

The Japanese language is studied through three prescribed themes. These themes and associated topics provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Students will develop linguistic ability and gain cultural understanding through the study of the Japanese language. The ability to communicate in Japanese should also promote understanding, harmony and cooperation with Japanese-speaking communities in Australia and may provide students, in conjunction with their other skills, with enhanced vocational opportunities. Knowledge of Japanese may be an advantage in seeking employment in many fields.

**Course Content**

**Year 11**  
The Year 11 course is studied through themes and associated topics. Students' skills in, and knowledge and understanding of Japanese will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Japanese-speaking communities through the study of a range of texts.

**Year 12**  
The Year 12 course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Japanese-speaking communities will develop further.

**Topics Studied**

- The Individual – personal world, daily life, leisure, future plans.
- Japanese-Speaking Communities – traveling in Japan, living in Japan, cultural life.
- The Changing World – the world of work, current issues.

**HSC Assessment**  
Written HSC Examination **(80 marks)**  
Oral Examination **(20 marks)**

**Special Requirements / equipment:**  
*What I need for this course:*

Students are learning the language as a second (or subsequent) language. Students typically have studied the language for 200-400 hours at the commencement of Stage 6.

**Exclusions**  
*What you cannot do with this course:*

Japanese Beginners  
Japanese in Context  
Japanese and Literature

**Relevant links:**  
Syllabus Link:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

## **MATHEMATICS COURSES**

### **MATHEMATICS**

Mathematics Extension 2 (Year 12 only)

Mathematics Extension 1

Mathematics Advanced

Mathematics Standard 2

Mathematics Standard 1

Ms Amanda Sechi    Head Teacher Mon-Wed

Mr Martin Huynh    Head Teacher Thur-Fri

**1 unit**  
Year 12

Board Developed Course

**ATAR**  
YES

**Course Outline**

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical 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.

Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the subject.

**Course Content**

The course is organised in topics, with the topics divided into subtopics.

<b>Mathematics Extension 2</b>		
Topics	Subtopics	
Year 12 course (60 hours)	Proof	MEX-P1 The Nature of Proof MEX-P2 Further Proof by Mathematical Induction
	Vectors	MEX-V1 Further Work with Vectors
	Complex Numbers	MEX-N1 Introduction to Complex Numbers MEX-N2 Using Complex Numbers
	Calculus	MEX-C1 Further Integration
	Mechanics	MEX-M1 Applications of Calculus to Mechanics

**Assessment**

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be an assignment or investigation-style with a weighting of 15-30%

**Special Requirements / equipment:**

*What I need for this course:*

A scientific calculator.

*Who should do this course:*

Students who attain a high level of achievement in Year 11 Mathematics Extension 1.

**Exclusions**

*What you cannot do with this course:*

Nil.

**Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-2017>

**1 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

**Course Outline**

The study of Mathematics Extension 1 enables students to extend their knowledge and understanding of what it means to work mathematically, develop their skills to reason logically, generalize and make connections, and enhance their understanding of how to communicate in a concise and systematic manner.

It is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

It provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.

**Course Content**

The course is organised in topics, with the topics divided into subtopics

		<b>Mathematics Extension 1</b>	
		Topics	Subtopics
Year 11 course (60 hours)	Functions		ME-F1 Further Work with Functions ME-F2 Polynomials
	Trigonometric Functions		ME-T1 Inverse Trigonometric Functions ME-T2 Further Trigonometric Identities
	Calculus		ME-C1 Rates of Change
	Combinatorics		ME-A1 Working with Combinatorics

		<b>Mathematics Extension</b>	
		Topics	Subtopics
Year 12 course (60 hours)	Proof		ME-P1 Proof by Mathematical Induction
	Vectors		ME-V1 Introduction to Vectors
	Trigonometric Functions		ME-T3 Trigonometric Equations
	Calculus		ME-C2 Further Calculus Skills ME-C3 Applications of Calculus
	Statistical Analysis		ME-S1 The Binomial Distribution

**Special Requirements / equipment:**

*What I need for this course:*

Board-approved calculators, geometrical instruments and templates may be used.

*Who should do this course:*

Students who are completing the Year 10 5.3 Mathematics course.

**Exclusions**

*What you cannot do with this course:*

Mathematics Standard.

**Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017>

**Assessment:**

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20-30%

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

**Course Outline**

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate 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 Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

The study of Mathematics Advanced in Stage 6 enables students to enhance their knowledge and understanding of what it means to work mathematically, develop their understanding of the relationship between 'real-world' problems and mathematical models and extend their skills of concise and systematic communication.

The outcomes and content in the Mathematics Advanced Stage 6 syllabus are written with the assumption that students studying this course will have engaged with all sub strands of Stage 5.1 and Stage 5.2. The following sub strands of Stage 5.3 – Algebraic Techniques, Surds and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras' theorem and Single Variable Data Analysis and at least some of the content from the following sub strands of Stage 5.3 – Non Linear Relationships and Properties of Geometrical Figures should have been covered.

**Course Content**

<b>Mathematics Advanced</b>	
Topics	Subtopics
Functions	MA-F1 Working with Functions
Trigonometric Functions	MA-T1 Trigonometry and Measure of Angles MA-T2 Trigonometric Functions and Identities
Calculus	MA-C1 Introduction to Differentiation
Exponential & Logarithmic Functions	MA-E1 Logarithms and Exponentials
Statistical Analysis	MA-S1 Probability and Discrete Probability Distributions

<b>Mathematics Advanced</b>	
Topics	Subtopics
Functions	MA-F2 Graphing Techniques
Trigonometric Functions	MA-T3 Trigonometric Functions and Graphs
Calculus	MA-C2 Differential Calculus MA-C3 Applications of Differentiation MA-C4 Integral Calculus
Financial Mathematics	MA-M1 Modelling Financial Situations
Statistical Analysis	MA-S2 Descriptive Statistics and Bivariate Data Analysis MA-S3 Random Variables

**Special Requirements / equipment:**

*What I need for this course:*

A scientific calculator and basic geometrical instruments.

*Who should do this course:*

Students MUST have completed 5.3 or an excellent level of achievement in 5.2 in Year 10 Mathematics.

If a 5.2 student, the following sub strands of Stage 5.3 – Algebraic Techniques, Surds and Indices, Equations, Linear Relationships, Trigonometry and Pythagoras' theorem and Single Variable Data should have also been covered.

**Exclusions**

*What you cannot do with this course*

Nil.

**Assessment**

Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%

one task must be an assignment or investigation-style with a

**Relevant links:**

Syllabus Link:

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



**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

## Course Outline

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

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

## Course Content

### Year 11

Year 11 course (120 hours)	Mathematics Standard	
	Topics	Subtopics
	Algebra	<b>MS-A1</b> Formulae and Equations <b>MS-A2</b> Linear Relationships
	Measurement	<b>MS-M1</b> Applications of Measurement <b>MS-M2</b> Working with Time
	Financial Mathematics	<b>MS-F1</b> Money Matters
	Statistical Analysis	<b>MS-S1</b> Data Analysis <b>MS-S2</b> Relative Frequency and Probability

### Year 12

Year 12 Course (120 hours)	Mathematics Standard 2	
	Topics	Subtopics
	Algebra	<b>MS-A4</b> Types of Relationships
	Measurement	<b>MS-M6</b> Non-right-angled Trigonometry <b>MS-M7</b> Rates and Ratios
	Financial Mathematics	<b>MS-F4</b> Investments and Loans <b>MS-F5</b> Annuities
	Statistical Analysis	<b>MS-S4</b> Bivariate Data Analysis <b>MS-S5</b> The Normal Distribution
	Networks	<b>MS-N2</b> Network Concepts <b>MS-N3</b> Critical Path Analysis

## Assessment

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20-30%

## Special Requirements / equipment:

### What I need for this course:

A scientific calculator and basic geometrical instruments.

### Who should do this course:

Students who will have engaged with all sub strands of Stage 5.1 and with the following sub strands of 5.2: Financial mathematics, Linear relationships, Non-linear relationships, Right angled triangles (Trigonometry), Single variable data analysis, and Probability.

## Exclusions

### What you cannot do with this course:

A wide range of economics, commerce, science and engineering degrees at universities.

## Relevant links:

Syllabus Link:

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

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES (Optional)

## Course Outline

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

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

## Course Content

Year 11 course (120 hours)	Mathematics Standard	
	Topics	Subtopics
	Algebra	MS-A1 Formulae and Equations MS-A2 Linear Relationships
	Measurement	MS-M1 Applications of Measurement MS-M2 Working with Time
	Financial Mathematics	MS-F1 Money Matters
	Statistical Analysis	MS-S1 Data Analysis MS-S2 Relative Frequency and Probability

Year 12 course (120 hours)	Mathematics Standard 1	
	Topics	Subtopics
	Algebra	MS-A3 Types of Relationships
	Measurement	MS-M3 Right-angled Triangles MS-M4 Rates MS-M5 Scale Drawings
	Financial Mathematics	MS-F2 Investment MS-F3 Depreciation and Loans
	Statistical Analysis	MS-S3 Further Statistical Analysis
Networks	MS-N1 Networks and Paths	

## Assessment

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20-30%

## Special Requirements / equipment:

*What I need for this course:*

A scientific calculator and basic geometrical instruments.

*Who should do this course:*

Students who will have engaged with all sub strands of Stage 5.1.

Hence students at Pittwater High School who should choose this course are those with teacher: Ms McClean.

## Exclusions

*What you cannot do with this course:*

A wide range of economics, commerce, science and engineering degrees at universities.

## Relevant links:

Syllabus Link:

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

## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION COURSES

### **PDHPE**

Community & Family Studies

Dance

Personal Development, Health & Physical Education

Sport, Lifestyle and Recreation

Mr Trent Schmutter

Head Teacher

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

**Course Outline**

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

In the **Year 11 Course** students study the concepts of wellbeing, needs and wants, resources, values, goal setting, communication, decision making and personal management. Students explore the importance of building positive interpersonal relationships in order to promote a sense of belonging among individuals, families and social groups. Students examine how constant change challenges families and communities, and how both informal and formal support available can assist them to manage the change effectively.

In the **Year 12 course**, each module builds upon the Year 11 course content studied. It focuses on the process of inquiry and research allowing students to pursue an area of interest in an Independent Research Project. It explores four specific groups within the community, with a detailed investigation of two groups. It analyses factors that affect parenting and caring roles. As well as an option module being studied as determined by the classroom teacher.

**Other relevant curriculum information:**

As a part of the HSC internal assessment students are required to complete an **Independent Research Project (IRP)**. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

**Course Content**

**Year 11**

Consists of three mandatory modules.  
Resource Management (20%) consisting of basic concepts of resource management.  
Individuals and Groups (40%) consisting of the individual's roles, relationships and tasks within and between groups.  
Families and Communities (40%) consisting of family structures and functions, and the interaction between family and community.

**Year 12**

Consists of three core modules and an options module.  
Research Methodology (25%) consisting of research methodology and skills culminating in the production of an **Independent Research Project**.  
Groups in Context (25%) consisting of the characteristics and needs of specific community groups.  
Parenting and Caring (25%) consisting of issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.  
Option Module (25%) either Family and Societal Interactions or Social Impact of Technology or Individuals and Groups.

**HSC Assessment**

Written HSC Examination (100 marks)

*What I need for this course:*  
**Special Requirements / equipment**

Nil.

**Exclusions**

*What you cannot do with this course:*

Nil.

**Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

### Course Outline

In Dance Stage 6, students are able to study dance as a unique artform in which the body is the instrument for non-verbal communication and expression. The study of dance as an artform within the school environment is of special educational value to the students' total development, as it offers students new ways of learning through the performance, composition and appreciation of dance.

The Dance Stage 6 Syllabus emphasises dance both as an artform in its own right and as an exciting medium for learning that fosters students' intellectual, social and moral development. The artform of dance has a theoretical base that challenges the mind and the emotions, and its study contributes to the students' artistic, aesthetic and cultural education. The study of dance as an artform acknowledges the interrelationship between the practical and theoretical aspects of dance — the making and performing of the movement and the appreciation of its meaning.

Students learn to manage their own learning and to work together with others in a range of capacities: as performers, composers, as students in a cooperative learning environment, through problem-solving tasks and through group work.

### Course Content

#### Year 11

Components to be covered in the **Year 11 Course** include:  
Performance (40%) / Composition (30%) / Appreciation (30%)

#### Year 12

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology.

**Core 60%** (Performance 20%, Composition 20%, Appreciation 20%)

**Major Study 40%** (Performance, Composition, Appreciation or Dance and Technology).

#### HSC Assessment

Written HSC Examination (20 marks) Core

Practice Examinations (40 marks)

Major Study of Appreciation OR Performance OR Composition OR Dance and Technology (40 marks)

#### *What I need for this course:*

#### **Special Requirements / equipment:**

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

#### **Exclusions**

*What you cannot do with this course:*

Nil.

#### **Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

<p><b>2 unit</b> Year 11 and Year 12</p>	<p>Board Developed Course</p>	<p><b>ATAR</b> YES</p>
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### Course Outline

The **Year 11 Course** examines a range of areas that underpin health and human movement. The core modules examine:

- Dimensions of health: physical, mental, emotional, social
- Health Behaviours of young people
- Health promotion strategies
- Social justice: fairness, equity
- Body systems: skeletal, muscular, respiratory, circulatory
- Components of fitness
- Aerobic/anaerobic training
- Changes in the body during exercise: heart rate, cardiac output.
- Biomechanics

The option modules cover a range of topics including first aid and sports injuries, types of exercise, attitudes towards exercise and motivation.

### Course Content

#### Year 11

Better Health for Individuals **(30%)**

The Body in Motion **(30%)**

Options **(40%)**

#### Year 12

The **Year 12 Course** builds on the content covered in the Year 11 course, examining issues such as:

- Measuring the health status of Australia
- Identifying priority health issues
- Groups experiencing health inequalities: Indigenous people, socioeconomically disadvantaged people
- Major causes of ill health - cardiovascular disease, cancer, diabetes, mental health
- Health facilities and services
- Energy systems - how the body produces energy
- Types of training methods
- Physiological changes from training
- Psychological strategies to enhance performance
- Nutrition; supplementation
- Recovery strategies
- Skill acquisition

The option modules include sports medicine, injury rehabilitation, training programs, drugs and technology in sport.

#### HSC Assessment

Written HSC Examination **(50%)**

School based assessments **(50%)**

### Special Requirements / equipment:

*What I need for this course:*

Students will be required to purchase work packs and resources to complement their learning.  
Cost: \$65 per year.

### Exclusions

*What you cannot do with this course:*

Nil.

### Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**

Year 11 and Year 12

Board Endorsed Course

**ATAR**

NO

**Course Outline**

This course is 60% practical and 40% theory.

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

Students have the opportunity 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.

Students will develop:

Knowledge and understanding of the factors that influence health, participation in physical activity and the principles that impact upon the quality of performance.

An ability to analyse and implement strategies to promote health, activity and enhanced performance. The capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: Aquatics / Athletics / First Aid / Fitness / Specific Sports / Gymnastics / Outdoor Recreation / Sports Administration / Coaching / Social Perspectives of Sport / Healthy Lifestyle.

**Course Content****Year 11 and Year 12 Courses**

Over the two-year period, students will study 6-8 of the following modules:

1. Aquatics
2. Athletics
3. First Aid and Sports Injuries
4. Fitness
5. Games and Sports Applications, I
6. Games and Sports Applications II
7. Gymnastics
8. Healthy Lifestyle
9. Individual Games and Sports Applications
10. Outdoor Recreation
11. Social Perspectives of Games and Sports
12. Sports Administration
13. Sports Coaching and Training

The Sport, Lifestyle and Recreation content also provides a context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life. These competencies include:

- Communicating
- Planning and organising
- Working with others
- Using technology
- Solving problems

**HSC Assessment**

There is no HSC examination. All assessment tasks are conducted internally.

**Special Requirements / equipment:**

*What I need for this course:*

Nil.

**Exclusions**

*What you cannot do with this course:*

Nil.

**Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

## AGRICULTURE COURSES

Agriculture

Mr George Morton-Ramwell

Head Teacher



**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

**Course Outline**

The majority of consumers are isolated from the production and processing of food and fibre. This course provides students with an understanding of the relationships between production, processing and consumption to enable them to participate in debate on the impact of each upon society and the environment.

The Agriculture Stage 6 Syllabus has been designed to allow students to develop knowledge and understanding of the interaction between the components of agriculture and the scientific principles that explain the processes that take place when inputs are transformed into outputs. It has the facility to challenge students academically as well as providing them with an awareness of technologies associated with agriculture.

The Agriculture Stage 6 Syllabus provides opportunities for multiple pathways to employment and further education. Some students may well be stimulated to move into post-secondary agricultural courses or to seek employment in rural and related industries.

**Course Content**

**Year 11**  
Overview  
The Farm Case Study  
Plant Production  
Animal Production

**Year 12 Course:**  
Core  
Plant/Animal Production  
Farm Product Study  
One Option from the following modules:  
- Agri-food, Fibre and Fuel Technologies  
- Climate Challenge  
- Farming for the 21st Century

**HSC Assessment**  
A written HSC examination consisting of:  
Core Modules (80%):  

- Multiple-choice questions
- Short-answer questions

Options (one only to be attempted (20%))  

- Short to medium length answers

**Special Requirements / equipment:**  
*What I need for this course:*

Students will be expected to take part in practical activities on the school farm and on field trips.

**Exclusions**  
*What you cannot do with this course:*

Nil.

**Relevant links:**  
Syllabus Link:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

## SCIENCE COURSES

### SCIENCE

Biology

Chemistry

Earth and Environmental Science

Engineering Studies

Investigating Science (\*Accelerated

Physics

Ms Phoebe Savage

Head Teacher (relieving)

\*Accelerated course Investigating Science is offered in Year 9 and is only available in 2024 to existing Investigating Science Students.

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

**Course Outline**

Biology is the study of living organisms, life processes and interactions between organisms and their environment.

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

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

**Course Content**

**Year 11**

- Working Scientifically
- Module 1: Cells as the basis of life
- Module 2: Organisation of living things
- Module 3: Biological Diversity
- Module 4: Ecosystem dynamics
- Depth Study

**Year 12**

- Working Scientifically
- Module 5: Heredity
- Module 6: Genetic change
- Module 7: Infectious diseases
- Module 8: Non infectious diseases and disorders
- Depth Study

**HSC Assessment**

- A written HSC examination
- School based assessment to be advised

**Special Requirements / equipment**

*What I need for this course:*

The Year 11 course includes a mandatory field study.

Students can select a MAXIMUM of three Sciences to study for the HSC, plus Extension Science (1 unit) in Year 12. (Agriculture and Engineering Studies are not included as a science for subject selections).

Students are required to complete a depth study in both Year 11 and Year 12.

**Exclusions**

*What you cannot do with this course:*

Nil.

**Relevant links:**

Syllabus link:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

### Course Outline

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

### Course Content

#### Year 11

Working Scientifically Skills  
Module 1- properties and structure of matter  
Module 2- introduction to Quantitative chemistry  
Module 3- Reactive chemistry  
Module 4- Drivers of reactions  
Depth Study

#### Year 12 Course

Working Scientifically Skills  
Module 5- Equilibrium reactions  
Module 6- Acid/Base reactions  
Module 7- Organic Chemistry  
Module 8- Applying chemical ideas  
Depth Study

#### HSC Assessment

A written HSC examination  
School based assessment to be advised

### Special Requirements / equipment

#### *What I need for this course:*

Students can select a MAXIMUM of three Sciences to study for the HSC, plus Extension Science (1 unit) in Year 12. (Agriculture and Engineering Studies are not included as a science for subject selections)

Mathematics is highly recommended for Chemistry students.

Students are required to complete a depth study in both Years 11 and 12.

### Exclusions

#### *What you cannot do with this course:*

Nil.

### Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**

Year 11 and Year 12

Board Developed Course

**ATAR**

YES

**Course Outline**

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.

The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

**Course Content****Year 11**

Working Scientifically

Module 1: Earth's Resources

Module 2: Plate Tectonics

Module 3: Energy Transformations

Module 4: Human Impacts

Depth Study

**Year 12 Course**

Working Scientifically

Module 5: Earth's Processes

Module 6: Hazards

Module 7: Climate Science

Module 8: Resource Management

Depth Study

**HSC Assessment**

A written HSC examination

School based assessment to be advised

**Special Requirements / equipment***What I need for this course:*

The Year 11 course includes a mandatory field study.

Students can select a MAXIMUM of three Sciences to study for the HSC plus Extension Science (1 unit) in Year 12. (Agriculture and Engineering Studies are not included as a science for subject selections)

Students are required to complete a depth study in both Years 11 and 12.

**Exclusions***What you cannot do with this course:*

Nil.

**Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

2 Unit  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

### Course Outline

The year 11 and 12 courses develop students' knowledge, understanding and skills in aspects of engineering, including materials, mechanics and hydraulics, historical and societal influences, electricity and electronics, the scope of the profession, and communication. This course illuminates the applications of physics, chemistry and mathematics in the development and construction of products and structures in the real world. Recommended for students seeking to understand how and why the world around them is constructed, and/or aspiring to undertake further study in the field of Engineering. Without engineering, science would simply be philosophy.

### Course Content

#### Year 11

Engineering Fundamentals  
Engineered Products  
Braking Systems (including a component of an Engineering Report)  
Biomedical Engineering (including a full Engineering Report)

#### Year 12

Civil Structures  
Personal and Public Transport  
Aeronautical Engineering  
Telecommunications  
ONE Engineering Report in Civil Structures OR Personal and Public Transport  
ONE Engineering Report in Aeronautical Engineering OR Telecommunications

#### HSC Assessment

A written HSC examination  
School based assessment to be advised

#### *What I need for this course:*

#### **Special Requirements/equipment**

Advanced Mathematics, or higher is highly recommended.  
Mathematical calculator, ruler, protractor, 2 x set squares required.

#### **Exclusions**

*What you cannot do with this course:*

Nil.

#### **Relevant links:**

Syllabus Link:

[engineering-studies-st6-syl-from2013+Engineering+Studies.pdf](#)

**INVESTIGATING SCIENCE (\*ACCELERATED)**

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

**Course Outline**

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

**Course Content****Year 11**

Working Scientifically  
Module 1: Cause and Effect - Observing  
Module 2: Cause and Effect - Inferences & Generalisations  
Module 3: Scientific Models  
Module 4: Theories and Laws  
Depth Study

**Year 12 Course**

Working Scientifically  
Module 5: Scientific Investigations  
Module 6: Technologies  
Module 7: Fact or Fallacy?  
Module 8: Science and Society  
Depth Study

**HSC Assessment**

A written HSC examination  
School based assessment to be advised

this is an \*Accelerated course offered in Year 9 and not offered as an new choice in Year 11

**Special Requirements / equipment***What I need for this course:*

Students can select a maximum of 3 Sciences to study for the HSC plus Extension Science (1 unit) in Year 12. (Agriculture and Engineering are not included as a Science for subject selections)

Students are required to complete a depth study in both Years 11 and 12

**Exclusions***What you cannot do with this course:*

Nil.

**Relevant links:**

Syllabus Link:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

### Course Outline

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

### Course Content

#### Year 11

*Working Scientifically Skills*

Module 1: Kinematics

Module 2: Dynamics

Module 3: Waves and Thermodynamics

Module 4: Electricity and Magnetism

Depth Study

#### Year 12 Course

*Working Scientifically Skills*

Module 5: Advanced Mechanics

Module 6: Electromagnetism

Module 7: The Nature of Light

Module 8: From the Universe to the Atom

Depth Study

#### HSC Assessment

A written HSC examination

School based assessment to be advised

### Special Requirements / equipment

*What I need for this course:*

Students can select a MAXIMUM of three Sciences to study for the HSC, plus Extension Science (1 unit) in Year 12. (Agriculture and Engineering are not included as a science for subject selections).

Advanced or higher Mathematics is highly recommended for students selecting Physics.

Students are required to complete a depth study in both Years 11 and 12

### Exclusions

*What you cannot do with this course:*

Nil.

### Relevant links:

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>



## TECHNOLOGY & APPLIED STUDIES COURSES

### TECHNOLOGY & APPLIED STUDIES

Design and Technology

Food Technology

Industrial Technology Multimedia (\*Accelerated)

Industrial Technology Timber

Textiles and Design

Mr Ahmed Hamed

Head Teacher (relieving)

**2 unit**

Year 11 and Year 12

Board Developed Course

**ATAR**

YES

**Course Outline**

Students study design processes, design theory and factors in relation to design projects. The course involves hands-on practical activities, which develop knowledge and skills in designing and producing within industrial and commercial settings.

In the **Year 11 course** students study designing and producing which includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment, and include evidence of the design process recorded in a design folio.

In the **Year 12 course** students undertake a study of innovation and emerging technologies, which includes a presentation of a case study. They also expand their study of designing and producing, which includes the development and realisation of a **Major Design Project** of a product, system or environment that satisfies an identified need or opportunity, with an accompanying design folio worth 60% of the HSC mark.

**Other relevant curriculum information:**

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 submitted with a portfolio** and the presentation of a case study of an innovation as part of the internal assessment.

**Course Content****Year 11**

Involves both theory and practical work in Designing and Producing, including: the study of design theory and practice; design processes; factors affecting design; 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**

Involves the study of Innovation and Emerging technologies, including a case study of an innovation and the designing and producing of a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

**HSC Assessment**

Written HSC Examination (40 marks)

Major Design Project with a portfolio (60 marks)

*What I need for this course:***Special Requirements / equipment**

Enclosed solid leather shoes for practical activities.

Purchase of materials and resources for Major Design Project

**Exclusions***What you cannot do with this course:*

Nil.

**Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**2 unit**  
Year 11 and Year 12

Board Developed Course

**ATAR**  
YES

## Course Outline

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

In the **Year 11 Course** students develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Integrated throughout the content areas are practical skills in planning, preparing and presenting food.

In the **Year 12 Course** students study sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food and the impact of technology; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Also incorporated is the study of marketplace trends and their implications. Integrated throughout the course are practical experiences in developing, preparing, experimenting and presenting food.

### Other relevant curriculum information:

In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. Researching, analysing, communicating, experimenting and preparing, designing, implementing and evaluating skills will be developed throughout the course.

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

## Course Content

### Year 11

Consists of three core modules;

Food Availability & Selection (30%)  
Food Quality (40%)  
Nutrition (30%)

### Year 12

Consists of four core modules;

The Australian Food Industry (25%)  
Food Manufacture (25%)  
Food Product Development (25%)  
Contemporary Nutrition Issues (25%)

### HSC Assessment

Written HSC Examination (100 marks)

### *What I need for this course:* **Special Requirements / equipment**

Enclosed solid leather shoes.  
Apron, tea towel, dishcloth,  
container for practical lessons

### **Exclusions**

*What you cannot do with this course:*  
Nil.

### **Relevant links:**

Syllabus Link:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**2 Unit**

Year 11 and Year 12

Board Developed Course

**ATAR**

YES

**Course Outline**

Industrial Technology Multimedia develops 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 multimedia focus area.

**Focus Area****Multimedia Technologies**

In the **Year 11 Course** the following sections are studied in relation to the relevant focus area:

- **Industry Study** – structural, technical, environmental and sociological factors, personnel issues, Work Health and Safety
- **Design, management and Communication** – designing, drawing, computer applications, project management, literacy, calculations, graphics
- **Production** – display a range of skills through the construction of design projects
- **Industry Related Manufacturing Technology** – understanding of a range of materials, processes, tools and equipment, machinery and technologies

In the **Year 12 Course** the following sections are studied in relation to the relevant focus area through the development of a Major Project (60% HSC mark) and a study of the relevant industry:

- Industry Study
- Design, management and communication
- Production
- Industry related manufacturing technology

**Other relevant curriculum information:**

In the Year 11 Course, students must participate in hands-on practical activities within the focus area. 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 production of a **Major Project** and an accompanying management folio.

**Course Content Year 11 (studied in Year10)**

Consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area and an introduction to industrial processes and practices.

**Year 12 (studied in Year 11)**

Consists of the development of a **Major Project with a portfolio** and an industry case study.

**HSC Assessment**

Written HSC Examination (40 marks) Major Project (60 marks)

**\*This is an accelerated course offered in Year 9 and not offered as a new choice in Year 11**

**Exclusions**

*What you cannot do with this course:*

Students cannot study more than one Industrial Technology focus area. Therefore, they cannot also study Timber.

**Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

*What I need for this course:***Special Requirements**

Students will be selected by folio/ Showreel, and interview process. For more information regarding selection process please contact an Industrial Technology teacher in the TAS faculty.

**Equipment**

Flash Drive. Purchase of resources/materials for major design project. Software required will be provided by the school.

2 unit

Year 11 and Year 12

Board Developed Course

ATAR

YES

**Course Outline**

Industrial Technology Timber develops 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 timber focus area.

**Focus Area****Timber Products and Furniture Technologies**

In the **Year 11 Course** the following sections are studied in relation to the relevant focus area:

- **Industry Study** – structural, technical, environmental and sociological factors, personnel issues, Work Health and Safety
- **Design, Management and Communication** – designing, drawing, computer applications, project management, literacy, calculations, graphics
- **Production** – display a range of skills through the construction of design projects
- **Industry Related Manufacturing Technology** – understanding of a range of materials, processes, tools and equipment, machinery and technologies.

In the **Year 12 Course** the following sections are studied in relation to the relevant focus area through the development of a Major Project (60% HSC mark) and a study of the relevant industry:

- Industry Study
- Design, management and communication
- Production
- Industry related manufacturing technology

**Other relevant curriculum information:**

In the Year 11 Course, students must participate in hands-on practical activities within the focus area. 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 production of a **Major Project** and an accompanying management folio.

**Course Content****Year 11**

Consists of project work and an industry study that provide a broad range of skills and knowledge related to the focus area and an introduction to industrial processes and practices.

**Year 12**

Consists of the development of a **Major Project with a portfolio** and an industry case study.

**HSC Assessment**

Written HSC Examination (40 marks)

Major Project (60 marks)

**What I need for this course:****Special Requirements / equipment**

Enclosed solid leather shoes for practical work. Purchase of timber for Major Project.

**Exclusions****What you cannot do with this course:**

Students cannot study more than one Industrial Technology focus area. Therefore, they cannot also study Multimedia.

**Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

<p><b>2 unit</b> Year 11 and Year 12</p>	<p>Board Developed Course</p>	<p><b>ATAR</b> YES</p>
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**Course Outline**

In the **Year 11 Course** the students study design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Integrated throughout the course are practical experiences, experimenting and product manufacturing and includes 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 end use.

In the **Year 12 Course** students study fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging 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.

**Other relevant curriculum information**

In the **Year 11 Course** students will undertake two preliminary textile projects. Year 11 Project 1 is drawn from the area of study of Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Year 11 Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the **Year 12 Course**, the Major Textiles Project allows students to develop a **Major Textiles 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.

**Course Content**

**Year 11**

Consists of;  
Design (40%)  
Properties & Performance of Textiles (50%)  
The Australian Textiles, Clothing, Footwear & Allied Industries (10%).

**Year 12**

Consists of;  
Design (20%)  
Properties and Performance of Textiles (20%)  
The Australian Textiles, Clothing, Footwear and Allied Industries (10%)  
Major Textiles Project (50%).

**Other relevant curriculum information:**

In the course, students must participate in hands-on practical activities and related course content in order to appreciate and develop the skills required for the development of the Major Textiles Project.

**HSC Assessment**

Written HSC Examination (50 marks)  
Major Project (50 marks)

**What I need for this course: Special Requirements / equipment**

For practical work enclosed solid leather shoes and sewing equipment.  
Purchase of fabric for Major Design Project.

**Exclusions**

*What you cannot do with this course:*

Nil.

**Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

## VOCATIONAL EDUCATION AND TRAINING COURSES

### VOCATIONAL EDUCATION AND TRAINING

Hospitality - SIT20421 Certificate II in Cookery  
(Kitchen Operations)

Hospitality - SIT20322 Certificate II in Hospitality  
(Food and Beverage)

Work Studies

Ms Elizabeth Seares

Head Teacher - (relieving)

Secondary Studies/VET Coordinator



## 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 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's 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 either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure 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 here: <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 here: <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.





*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.*

**Course: Hospitality**

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

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)

<https://training.gov.au/Training/Details/SIT20421>. 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.

**Entry Requirements**

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.

**Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency****Core**

SITXFSA005	Use hygienic practices for food safety
SITXWHS005	Participate in safe work practices
SITHCCC023	Use food preparation equipment
SITHCCC027	Prepare dishes using basic methods of cookery
SITHCCC034	Work effectively in a commercial kitchen
SITHKOP009	Clean kitchen premises and equipment
SITXINV006	Receive, store and maintain stock

**Elective**

SITXFSA006	Participate in safe food handling practices
SITHCCC025	Prepare and present sandwiches
SITHCCC024	Prepare and present simple dishes
SITHCCC026	Packaged prepared foodstuffs
SITXCOM007	Show social and cultural sensitivity
SITXCCS011	Interact with customers

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

**Pathways to Industry - Skills gained in this course transfer to other occupations**

Working within the hospitality industry involves

- organising information and records in both paper and electronic forms
- customer (client) service

- teamwork
- using technologies
- creating documents

**Examples of occupations in the hospitality (kitchen operations) industry:**

- |                      |                  |                  |
|----------------------|------------------|------------------|
| • breakfast cook     | • fast food cook | • take-away cook |
| • catering assistant | • sandwich hand  | • function cook  |

**Mandatory HSC Course Requirements**

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

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

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.

**Competency-Based Assessment**

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.

**Appeals and Complaints**

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

**Course Cost: Preliminary - \$180    HSC - \$180****School Specific equipment and associate requirements for students:****Uniform and Toolbox to be purchased at student's own cost.****Refunds**

Refund Arrangements on a pro-rata basis.

Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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



## 2024 Hospitality Course Descriptor

### SIT20322 Certificate II in Hospitality – Release 1

RTO - Department of Education - 90333, 90222, 90072, 90162

*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.*

Course: **Hospitality**  
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

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 SIT20322 Certificate II in Hospitality – Release 1 <https://training.gov.au/training/details/SIT20322>. 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.

#### Entry Requirements

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.

#### Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency

##### Core

BSBTWK201 Work effectively with others  
SITHIND007 Use hospitality skills effectively  
SITHIND006 Source and use information on the hospitality industry  
SITXCOM007 Show social and cultural sensitivity  
SITXWHS005 Participate in safe work practices  
SITXCCS011 Interact with customers

##### Elective

SITXFSA005 Use hygienic practices for food safety  
SITHCCC025 Prepare and present sandwiches  
SITXFSA006 Participate in safe food handling practices  
SITHFAB024 Prepare and serve non-alcoholic beverages  
SITHFAB025 Prepare and serve espresso coffee  
SITHFAB027 Serve food and beverages

**Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.**

#### Pathways to Industry - Skills gained in this course transfer to other occupations

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Working within the hospitality industry involves</li> <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> |
|--|--|

#### Examples of occupations in the business services industry:

- Café Attendant
- Catering Assistant
- Food and Beverage Attendant

#### Mandatory HSC Course Requirements

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

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

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.

#### Competency-Based Assessment

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.

#### Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

**Course Cost: Preliminary - \$180 HSC - \$180**  
**School Specific equipment and associated requirements for students: Uniform to be purchased at student's own cost.**

#### Refunds

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: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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

**2 unit**  
Year 11 and Year 12

Board Endorsed Course

**ATAR**  
NO

**Course Outline**

The aim of the Work Studies course is to enable people to develop the skills, knowledge and confidence to allow them to experience a successful transition from school to work and further education and training. 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 and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.

This course in Work Studies 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.

To develop an understanding of the changing nature of work organisation and the implications for individuals and society,

To undertake an extended work placement to allow for the development of specific job-related skills.

To acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas.

To develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

**Course Content**

**Year 11 and Year 12 Courses**

The course has one core study plus elective course modules.

**Core – My Working Life**

There are 12 elective modules which expand on the issues introduced in the core. Modules are studied for 15 - 30 hours.

Elective modules are:

1. In the Workplace
2. Preparing Job Applications
3. Workplace Communication
4. Teamwork and Enterprise Skills
5. Managing Work and Life Commitments
6. Personal Finance
7. Workplace Issues
8. Self-employment
9. Team Enterprise Project
10. Experiencing Work
11. School-Developed Module

**HSC Assessment**

There is no HSC examination for this course. All assessments are conducted internally. When completed as an HSC course, Work Studies will have an unmoderated school assessment mark recorded on the HSC Record of School Achievement (ROSA).

*What I need for this course:*

**Special Requirements / equipment**

Nil.

**Exclusions**

*What you cannot do with this course:*

Nil.

**Relevant links:**

Syllabus Link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

## Planning your pattern of study

Before you go to the website to make your choices for 2024 please complete this sheet and attend your interview at school.

**I want an ATAR** Yes  No

**ENGLISH**

English Advanced

English Standard

English Studies (Select ATAR or non-ATAR pathway)

English as an Additional Language or Dialect

**Mathematics** Level \_\_\_\_\_

**I wish to apply for the following Year 11 Extension Courses:**

Subject	✓	Units	HT Recommendation	Yes/ No
English Extension 1		1 unit		
Mathematics Extension 1		1 unit		

### COURSES

If you are studying the accelerated course Aboriginal Studies, Investigating Science, or Multimedia then this **must** be your Priority 1 choice.

Choose **four** courses if you are studying mathematics **in order of preference.**

Choose **five** courses if you are **NOT** studying mathematics **in order of preference.**

***This order is very important.***

PRIORITY 1 \_\_\_\_\_

PRIORITY 2 \_\_\_\_\_

PRIORITY 3 \_\_\_\_\_

PRIORITY 4 \_\_\_\_\_

PRIORITY 5 \_\_\_\_\_

### RESERVE COURSES (Think carefully about the choices you make here)

PRIORITY 1 \_\_\_\_\_

PRIORITY 2 \_\_\_\_\_

PRIORITY 3 \_\_\_\_\_

**Please refer to page 2 of this booklet for the timeline.**

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