Board Developed Courses

Aboriginal Studies

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

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

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

Main Topics Covered:
Preliminary Course
Part I: 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 II: 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 III: 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 IV: Research and Inquiry Methods: Local Community Case Study (25%) Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information

HSC Course
Part I – 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 TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence

Part II – 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
OR
B Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses

Part III – Research and Inquiry Methods – Major Project (40%) Choice of project topic based on student interest.

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

Agriculture

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while considering the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability and the marketing of agricultural products.

Main Topics Covered:

Preliminary Course

- Overview
- The Farm Case Study
- Plant Production
- Animal Production

HSC Course

Core Topics (80% indicative hours)

- Plant/Animal Production (with a focus on the sustainability of production)
- Farm Product Study (with a focus on the sustainability of production)

Electives (20% indicative hours)

Choose ONE of the following electives to study:

- Agri-food, Fibre and Fuel Technologies Horticulture
- Climate Challenge
- Farming for the 21st Century

Particular Course Requirements:

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.

Ancient History

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:
The study of Ancient History is not about remember dates but about investigating life in early societies through the study of physical and written remains. It offers students the opportunity to investigate how ancient societies shaped the political, social, economic and cultural landscapes they lived in and how they still impact the modern world.

Ancient History stimulates students' curiosity and imagination through a study of the ancient worlds of Persia, Rome, Egypt, Greece, China and the Celtic people. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander peoples.

	Ancient History	**Indicative hours**
Year 11 course (120 hours)	Investigating Ancient History ● The Nature of Ancient History ● Case Studies *Areas of study will most likely include:* *Old Kingdom Egypt, The Celts, Ancient Australia, Palmyra and the Silk Road, Otzi the Iceman, Homers Iliad, Theban Mapping Project*	60
	Features of Ancient Societies *This could include learning about death and funerary customs, power and image, slavery, trade and cultural contact in Egypt and China.*	40
	Historical Investigation	20

	Ancient History	**Indicative hours**
Year 12 course (120 hours)	Core Study: Cities of Vesuvius – Pompeii and Herculaneum	30
	Society: Sparta	30
	Personalities in their Times – Agrippina	30
	Historical Periods - Augustan Age	30

Biology

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills 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 Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

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.

Main Topics Covered:

Preliminary Course

- Working Scientifically (Skills)
- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

HSC Course

- Working Scientifically (Skills)
- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Diseases and Disorders

Particular Course Requirements:

- Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.
- Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

Business Studies

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

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

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

Main topics Covered:
Preliminary Course
Nature of business (20%) – the role and nature of business
Business management (40%) – the nature and responsibilities of management
Business planning (40%) – establishing and planning a small to medium enterprise

HSC Course
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 and business performance

Chemistry

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:

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 further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms to gain a better understanding of how chemicals interact.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry are often the unifying link between interdisciplinary studies.

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.

Main Topics Covered:

Preliminary Course

- Working Scientifically Skills
- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

HSC Course

- Working Scientifically Skills
- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas

Particular Course Requirements:

- Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Community and Family Studies

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:
Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature. Consequently, Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Community and Family Studies explores life issues that are important to all young people and of equal relevance to female and male students. The topics investigated and the emphasis on research ensures a course that is attractive to many students, with the capacity to challenge and extend all students' ability levels.

Main Topics Covered:

Preliminary Course
Resource Management Basic concepts of the resource management process (approximately 20% of course time).
Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time).
Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time).

HSC Course
Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time).
Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). Students will experience parenting first hand using virtual parenting dolls.

HSC Option Modules Select one of the following (approximately 25% of course time):
Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan.
Social Impact of Technology The impact of evolving technologies on individuals and lifestyle.
Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments.

Particular Course Requirements:
Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

Dance
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
Course Description: 2 units for each of Preliminary and HSC Board Developed Course
Main Topics Covered: Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. Components to be completed are: ▪ Performance (40%) ▪ Composition (20%) ▪ Appreciation (20%) ▪ Additional (20%) (to be allocated by the teacher to suit the specific circumstances/context of the class). **HSC Course** 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 or Composition or Appreciation or Dance and Technology.
Particular Course Requirements: The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses. The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

Drama

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject

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

Preliminary Course
Content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

HSC Course
Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The **Group Performance** (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis **or** Design **or** Performance **or** Script-writing **or** Video Drama.

Main Topics Covered:
Preliminary Course
- Improvisation, Play-building, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

HSC Course
- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project: Students will choose from; monologue, theatre criticism, design (costume or promotion or set or lighting), script writing, directors folio, video, critical analysis.

Particular Course Requirements:
The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Assessment:
The course is broken into 60% practical and 40% theory.
In the HSC course this is broken into:
20% Study of Australian theatre – group performance essay, written essay (Term 4)
20% Study of Drama and theatre – tutorial and written essay (Term 1)
30% Group Performance (Term 2)
30% Individual Project (on-going through-out the course)

Earth and Environmental Science

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:
The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and 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.

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.

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.

Main Topics Covered:
Preliminary Course

- Working Scientifically Skills
- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

HSC Course

- Working Scientifically Skills
- Earth's Processes
- Hazards
- Climate Science
- Resource Management

Particular Course Requirements:

- Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.
- Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

Economics

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:
Economics provides understanding for students about many aspects of the economy that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Main topics Covered:
Preliminary Course

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

HSC Course

- The Global Economy – Features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management – the range of policies to manage the economy.

Engineering Studies

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

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

Main Topics Covered:

Preliminary Course
Students undertake the study of 4 compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
- one focus module relating to the field of Biomedical engineering.

HSC Course
Students undertake the study of 4 compulsory modules:

- two application modules relating to the fields of Civil structures and Personal and public transport.
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements:
Engineering Report
Preliminary Course
Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

HSC Course
Students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.
One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

Leather upper shoes required when working in a practical environment.

English Advanced

2 units for each of Preliminary and HSC
Board Developed Course

Course Description

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.

Year 11 Course Content

Common Module: Reading to Write (40 hours)
Module A: Narratives that Shape our World (40 hours)
Module B: Critical Study of Literature (40 hours)

HSC Course Content

Common Module: Texts and Human Experiences (30 hours)
Module A: Textual Conversations (30 hours)
Module B: Critical Study of Literature (30 hours)
Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)

Particular Course Requirements:

Across Stage 6 the selection of texts will give students experience of:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

Assessment: HSC Course External Assessment	**Weighting**	**Assessment: HSC Course Internal Assessment**	**Weighting**
The examination will consist of two written examination papers worth 100 marks.	To be advised	Knowledge and understanding of course content Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50% 50%

The Year 12 formal school-based assessment program for English Advanced reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material

English Standard

2 units for each of Preliminary and HSC
Board Developed Course

Course Description

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.

Year 11 Course Content

Common Module: Reading to Write (40 hours)
Module A: Contemporary Possibilities (40 hours)
Module B: Close Study of Literature (40 hours)

HSC Course Content

Common Module: Texts and Human Experiences (30 hours)
Module A: Language, Identity and Culture (30 hours)
Module B: Close Study of Literature (30 hours)
Module C: The Craft of Writing (30 hours – studied concurrently with the Common Module and Modules A and B)

Particular Course Requirements:

Across Stage 6 the selection of texts will give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

Assessment: HSC Course External Assessment	**Weighting**	**Assessment: HSC Course Internal Assessment**	**Weighting**
The examination will consist of two written examination papers worth 100 marks.	To be advised	Knowledge and understanding of course content Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50% 50%

The Year 12 formal school-based assessment program for English Standard reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on Module C – The Craft of Writing with a minimum weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material

English Studies

2 units for each of Preliminary and HSC
Board Developed Course

Course Description

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and 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.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.

Year 11 Course Content

Mandatory module – Achieving through English: English in education, work and community (30-40 hours)
An additional 2–4 modules- teacher selected (20-30 hours each)

HSC Course Content

Mandatory Common Module: Texts and Human Experiences (30 hours)
An additional 2–4 modules- teacher selected (20-45 hours each)

Particular Course Requirements:

Across Stage 6 the selection of texts will give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts

Assessment: HSC Course External Assessment	**Weighting**	**Assessment: HSC Course Internal Assessment**	**Weighting**
The examination will consist of one written examination paper worth 70 marks Please note – English Studies external examination is **OPTIONAL**, and if completed, **will** contribute to the awarding of an ATAR	To be advised	Knowledge and understanding of course content Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50% 50%

The Year 12 formal school-based assessment program for English Studies reflects 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%
- one task may be a formal written examination with a maximum weighting of 20%
- one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- assessment of the Common Module must integrate teacher or student selected related material

English EAL/D

2 units for each of Preliminary and HSC
Board Developed Course
Eligibility rules apply. The English EAL/D course is for students who have been educated in English for five years or less, either in Australia or overseas. The eligibility rules for this course are available on the ACE website.

Course Description

In the English EAL/D course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts. students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational, and vocational lives.

Year 11 Course Content

Module A: Language and Texts in context (30 – 40 hours)
Module B: Close Study of Text (30 – 40 hours)
Module C: texts and Society (30 – 40 hours)
Optional Teacher-developed module (up to 30 hours)
The Year 11 course modules are prescribed with flexible hours, providing scope for teachers to design a fourth module to cater for the particular needs, interests and abilities of their students if required.

HSC Course Content

Module A: Texts and Human Experiences (30 hours)
Module B: Language, Identity and Culture (30 hours)
Module C: Close Study of Text (30 hours)
Focus on Writing is studied concurrently with the above modules (30 hours)

Particular Course Requirements

Across the English EAL/D Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.
- Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Assessment: HSC Course External Assessment	**Weighting**	**Assessment: HSC Course Internal Assessment**	**Weighting**
The examination will consist of two written papers worth 85 marks and a listening paper worth 15 marks.	To be advised	Knowledge and understanding of course content Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50% 50%

The Year 12 formal school-based assessment program for EAL/D reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes

English Extension 1

1 unit for each Preliminary and HSC
Board Developed Course

Course Description

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.

Year 11 Course Content

Module: Texts, Culture and Value (40 hours)
Related research project (20 hours)

HSC Course Content

Common module: Literary Worlds with ONE elective option chosen (60 hours)
Literary Homelands
Worlds of upheaval
Reimagined worlds
Literary Mindscapes
Intersecting Worlds
Must study THREE texts from the prescribed text list including at least TWO extended print texts
Must study TWO related text

Particular Course Requirements

Across Stage 6 the selection of texts will give students experience of the following:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

Assessment: HSC Course External Assessment	**Weighting**	**Assessment: HSC Course Internal Assessment**	**Weighting**
The examination will consist of a written paper worth 50 marks	To be advised	Knowledge and understanding of complex texts and of how and why they are valued Skills in complex analysis, sustained composition and independent investigation	50% 50%

The Year 12 formal school-based assessment program for English Extension 1 reflects 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 may be a formal written examination with a maximum weighting of 30%
· one task must be a creative response with a maximum weighting of 40%
· at least one task must integrate student selected related material

English Extension 2 – HSC Only

1 unit for HSC only
Board Developed Course

Course Description

The English Extension 2 course enables students **who undertake Extension 1** and are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions

HSC Course Content

The Composition Process
Major Work
Reflection Statement
The Major Work Journal (60 hours)

Particular Course Requirements

Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement

Assessment: HSC Course External Assessment	**Weighting**	**Assessment: HSC Course Internal Assessment**	**Weighting**
No external exam- The Major Work is assessed internally as a process and externally as a product	To be advised	Skills in extensive independent research Skills in sustained composition	50% 50%

The Year 12 formal school-based assessment program for English Extension 2 reflects the following requirements:

Please note: Assessment will be based on the process of composing the Major Work. As part of that process, there will be three assessment tasks:

- a Viva Voce with a weighting of 30%
- a Literature Review with a weighting of 40%
- a Critique of the Creative Process with a weighting of 30%

Food Technology

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:

The Preliminary course will develop knowledge and understanding about:

- food nutrients and diets for optimum nutrition
- the functional properties of food
- safe preparation, presentation and storage of food
- sensory characteristics of food
- The influences on food availability and factors affecting food selection.

Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of:

- sectors, aspects, policies and legislations of the Australian Food Industry
- production, processing, preserving, packaging, storage and distribution of food
- factors impacting, reasons, types, steps and marketing of food product development
- nutrition incorporating diet and health in Australia and influences on nutritional status

Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

Main Topics Covered:

Preliminary Course

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

HSC Course

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

Particular Course Requirements:

There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

Leather upper shoes required when working in a practical environment.

French Beginners
2 units for each of Preliminary and HSC Board Developed Course Exclusions: French Stage 5; French Continuers; French Extension Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to BOSTES's ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.
Course Description: In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, the *personal world* and the *French-speaking communities*, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. 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.
Main Topics Covered: ▪ Family life, home and neighbourhood ▪ People, places and communities ▪ Education and work ▪ Friends, recreation and pastimes ▪ Holidays, travel and tourism ▪ Future plans and aspirations.
Particular Course Requirements: Nil

French Continuers

2 units for each of Preliminary and HSC, with the option of a 1-unit Extension course for the HSC
Board Developed Course
Prerequisites: Stage 5 French or equivalent knowledge is assumed.
Exclusions: French Beginners. Check with your teacher or refer to BOSTES's ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.

Course Description:
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Main Topics Covered:

Prescribed Themes:

- the individual – personal identity; relationships; school life and aspirations; leisure and interests
- the French-speaking communities – daily life; arts and entertainment
- the changing world – travel and tourism; the world of work; current issues; the young people's world

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying French culture through texts.

Particular Course Requirements: Students must have successfully completed Stage 5 French

Geography

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:
The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.

Main Topics Covered:

Preliminary Course

- Earth's natural systems - *investigate the diverse landscapes of the Earth's surface and its distinctive physical features*.
- People, patterns and processes - *investigate evidence of human diversity across the Earth's surface*.
- Human-environment interactions - *investigate the global nature of land cover change, from temporal and spatial perspectives, as they examine the long-term development of natural systems compared to the short time frame of human activity.*
- Geographical Investigation - *Students plan and conduct ONE Geographical Investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools.*

HSC Course

- Global Sustainability – *investigate sustainability in the contemporary world, including principles of, and actions for, sustainability.*
- Rural and urban places - *investigate the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale.*
- Ecosystems and global biodiversity - *investigate the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity.*

Particular Course Requirements:
Students complete a geographical investigation in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

History Extension - HSC Only

1 unit HSC
Board Developed Course
Exclusions: Nil

Course Description:

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

The History Extension course requires students to examine the way history is constructed and the role of historians. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day.

Students apply their understanding and skills of historical inquiry by designing and conducting their own **historical investigation.**

History Extension appeals to students who appreciate the intellectual challenge of grappling with an area of debate, and constructing and defending a position through a reasoned and cohesive argument.

The History Extension course is designed to enhance the development of critical and reflective thinking skills essential for effective participation in work, higher learning and the broader community.

Four key questions provide a framework for investigating the construction of history:
1. Who are the historians?
2. What are the purposes of history?
3. How has history been constructed, recorded and presented over time?
4. Why have approaches to history changed over time?

Students develop their understanding of significant historiographical ideas and methodologies by exploring case studies.
Past case studies have included:

- *Elizabeth I and The Elizabethan Age*
- The *Witch Trials and Witch Hunts in Europe and New England.*
- *The Crusades*

Course Structure:

	History Extension	**Indicative hours**
Year 12 course (60 hours)	Constructing History • Key Questions • Case Studies	40 (minimum)
	History Project	20 (maximum)

Particular Course Requirements:

Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.
Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

Indonesian Beginners

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Indonesian Stage 5; Indonesian Continuers; Indonesian Extension
Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to BOSTES's ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.

Course Description:

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Indonesian.
Topics studied through two interdependent perspectives, the *personal world* and the Indonesian-*speaking communities*, provide contexts in which students develop their communication skills in Indonesian and their knowledge and understanding of language and culture.
Students' skills in, and knowledge of Indonesian 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 Indonesian-speaking communities through the study of a range of texts.

Main Topics Covered:

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

Particular Course Requirements: Nil

Indonesian Continuers

2 units for each of Preliminary and HSC, with the option of a 1-unit Extension course for the HSC
Board Developed Course
Prerequisites: Stage 5 Indonesian or equivalent knowledge is assumed.
Exclusions: Indonesian Beginners. Check with your teacher or refer to BOSTES's ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.

Course Description:
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, Indonesian will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Indonesian-speaking communities through the study of a range of texts.

Main Topics Covered:

Prescribed Themes:

- the individual – personal identity; relationships; school life and aspirations; leisure and interests
- the Indonesian-speaking communities – daily life; arts and entertainment
- the changing world – travel and tourism; the world of work; current issues; the young people's world

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying Indonesian culture through texts.

Particular Course Requirements: Students must have successfully completed Stage 5 Indonesian

Industrial Technology - Timber Products and Furniture Technologies

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Industrial Technology – Metals and Engineering Technologies

Course Description:
Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.
Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.
Students spend most of the HSC year completing their own Major Projects.

Main Topics Covered:

Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety
- Design – elements and principles, types of design, quality, influences affecting design
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer-based technologies
- Production – display a range of skills through the construction of a number of projects
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study
- Major Project
    - Design, Management and Communication
    - Production
- Industry Related Manufacturing Technology

Refer to student assessment schedule for assessment tasks and breakdown of marks.

HSC Mark based on **40% HSC Exam and 60% Major Work and Folio**

Particular Course Requirements
In the Preliminary course, students must design, develop and construct several projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.
In the HSC course, students design, develop and construct a Major Project with a management folio. They will also study the overall industry related to the specific focus area industry.

Students can only study ONE Industrial Technology subject.

Solid leather enclosed shoes are mandatory.

Industrial Technology – Metal and Engineering Technologies

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Industrial Technology – Timber Products and Furniture Technologies

Course Description:
Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.
Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.
Students spend most of the HSC year completing their own Major Projects.

Main Topics Covered:

Preliminary Course

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

- Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety
- Design – elements and principles, types of design, quality, influences affecting design
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer-based technologies
- Production – display a range of skills through the construction of a number of projects
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study
- Major Project
    - Design, Management and Communication
    - Production
- Industry Related Manufacturing Technology

Refer to student assessment schedule for assessment tasks and breakdown of marks.

HSC Mark based on **40% HSC Exam and 60% Major Work and Folio**

Particular Course Requirements

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

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also study the overall industry related to the specific focus area industry.

Students can only study ONE Industrial Technology subject.

Solid leather enclosed shoes are mandatory.

Information Processes and Technology

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Computing Applications CEC

Course Description:

The information processes and technology (IPT) Year 11 and 12 course, teaches students about information-based systems. It covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying, as well as the technologies that support them.

In the higher school certificate (HSC) course the students will learn about project management, information systems and databases, communication systems, multimedia systems, and transaction processing systems. Students will complete a major HSC project that will assess their practical and theoretical knowledge.

The aim of this course is to enable students to become confident, competent, discriminating and ethical users of hardware and software and to appreciate the effect of information systems on society. With this background, students will be well placed to adapt to new technologies as they emerge - a 21st Century Skill.

Main topics covered:

Preliminary Course

- Introduction to Information Skills and Systems (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%)

HSC Course

- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.

Particular Course Requirements:

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course. The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.

Investigating Science

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:

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 Working Scientifically process and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. 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 is designed to complement the study of the science disciplines by providing additional 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.

Main Topics Covered:

Preliminary Course

- Working Scientifically Skills
- Cause and Effect – Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws

HSC Course

- Working Scientifically Skills
- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

Course Requirements:

- Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Japanese Beginners

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Japanese Continuers; Japanese Extension; Heritage Japanese; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to BOSTES's ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.

Course Description:
In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, *the personal world* and *the Japanese-speaking communities*, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

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.

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

Particular Course Requirements:
Nil

Japanese Continuers

2 Units for each of Preliminary and HSC
Board Developed Course
Prerequisites: 200–300 hours study of the language or equivalent.
Exclusions: Japanese Beginners. Check with your teacher or refer to BOSTES's ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.

Course Description:
The Preliminary and HSC courses have as their organisational focuses' themes and associated topics. The student's skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. The student will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Main Topics Covered:

Themes:
- The individual
- The Japanese-speaking communities
- The changing world

Students' language skills are developed through tasks such as:
- Conversation
- Responding to an aural stimulus
- Responding to a variety of different written material
- Writing for a variety of purposes
- Studying Japanese culture through texts

Prescribed Themes	**Mandatory Topics**
The individual	• Personal world • Daily life • Leisure • Future plans
The Japanese-speaking communities	• Travelling in Japan • Living in Japan • Cultural life
The changing world	• The world of work • Current issues

Particular Course Requirements: Must have successfully completed Stage 5 Japanese

Legal Studies

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:
The Preliminary course develops students' knowledge and understanding of the legal system and how it functions, how the law protects individuals' human rights, and explores contemporary legal issues in our society. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, including crime, human rights, family law and issues of world conflict. This is done through extensive reading of legal material and media articles.

Main Topics Covered:

Preliminary Course
- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

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

HSC Course
Core Part I: Crime (30% of course time) ·
Core Part II: Human Rights (20% of course time) ·
Part III: Two options (50% of course time)

'Options' topics which are:
- Family
- World order.

Each topic's **themes and challenges** should be integrated into the study of the topic.

Particular Course Requirements:
No special requirements

Mathematics – Numeracy Stage 6

2 units Year 11 and Year 12 (HSC).
Content Endorsed Course – Contributes to HSC, does not contribute to ATAR
Prerequisites: The Numeracy Content Endorsed Course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus*.

The Numeracy Content Endorsed Course (CEC) is a **new course** focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy.

Exclusions:
This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts.

This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy.
The course will support students to meet the HSC minimum standard in numeracy.

Course Description:
Students who have already met the HSC minimum standard in numeracy are better placed studying Mathematics Standard or Advanced in Year 11.

The Numeracy CEC is structured as a 2-unit course that allows delivery as a 120-hour course for Year 11, or as a 240-hour course across Years 11 and 12.
The course can count towards the Higher School Certificate and appear on the student's Record of School Achievement (RoSA). Where students request a RoSA, the Numeracy course will be listed with their other Stage 6 courses.

Main Topics Covered:
The Numeracy Content Endorsed Course (CEC) is a new course focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy.

As a content endorsed course, Numeracy Stage 6 offers schools the flexibility to determine the nature and emphasis of learning and assessment according to local priorities.

Content endorsed courses are designed to meet these students interest and needs. These courses can be included in the achievement of the HSC, but are not externally examined and do not contribute to the calculation of an ATAR

Assessment:

The Numeracy Stage 6 course is a Content Endorsed Course (CEC). CECs are developed by NESA to address particular needs and may cater for a wide candidature of students. CECs are not externally examined, and results are not eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank (ATAR).
As a CEC, there is no HSC examination for the Numeracy course. Assessment in this course is school-based. Teachers award a grade in Year 11 using the Common Grade Scale and an assessment grade in Year 12 using the Achievement Level Descriptions for reporting achievement.

Year 11 Mathematics Standard / Year 12 Mathematics Standard 1

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

Board Developed Course

Prerequisites: The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus*. In particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and surface area, Equations, Financial mathematics, Linear relationships, Non-linear relationships, Probability, Right-angled triangles (Trigonometry), Single variable data analysis, Volume.

Exclusions: Students may **not** study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

Course Description:

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

To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.

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

The study of Mathematics Standard 1 in Stage 6:

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

Main Topics Covered:

Year 11 Mathematics Standard Course Content

Topic: Algebra	Formulae and Equations
	Linear Relationships
Topic: Measurement	Applications of Measurement
	Working with Time
Topic: Financial Mathematics	Money Matters
Topic: Statistical Analysis	Data Analysis
	Relative Frequency and Probability

Year 12 Mathematics Standard 1 Course Content

Topic: Algebra	Types of Relationships
Topic: Measurement	Right-angled Triangles
	Rates
	Scale Drawings
Topic: Financial Mathematics	Investments
	Depreciation and Loans
Topic: Statistical Analysis	Further Statistical Analysis
Topic: Networks	Networks and Paths

Assessment:

The Year 11 course is presumed knowledge and marks submitted to NESA may contain internal assessment on this knowledge

Year 11 Mathematics Standard / Year 12 Mathematics Standard 2

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

Board Developed Course

Prerequisites: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus*. In particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and surface area, Equations, Financial mathematics, Linear relationships, Non-linear relationships, Probability, Right-angled triangles (Trigonometry), Single variable data analysis, Volume.

Exclusions: Students may **not** study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course

Course Description:

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course. All students studying the Mathematics Standard 2 course will sit for an HSC examination. All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

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

Main Topics Covered:

Year 11 Mathematics Standard Course Content

Topic: Algebra	Formulae and Equations
	Linear Relationships
Topic: Measurement	Applications of Measurement
	Working with Time
Topic: Financial Mathematics	Money Matters
Topic: Statistical Analysis	Data Analysis
	Relative Frequency and Probability

Year 12 Mathematics Standard 2 Course Content

Topic: Algebra	Types of Relationships
Topic: Measurement	Non-right-angled Trigonometry
	Rates and Ratios
Topic: Financial Mathematics	Investments and Loans
	Annuities
Topic: Statistical Analysis	Bivariate Data Analysis
	The Normal Distribution
Topic: Networks	Network Concepts
	Critical Path Analysis

Assessment:

The Year 11 course is presumed knowledge and marks submitted to NESA may contain internal assessment on this knowledge.

Advanced Mathematics

2 units for each of Year 11 and Year 12 HSC
Board Developed Course
Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus*. In particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis and at least some of the content from the following substrands of Stage 5.3: Non-linear relationships and Properties of Geometrical Shapes.
Exclusions: Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course

Course Description:

- The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced in Stage 6:

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

Content:
The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:

Year 11

Topic: Functions	Working with Functions
Topic: Trigonometric Functions	Trigonometry and Measure of Angles
	Trigonometric Functions and Identities
Topic: Calculus	Introduction to Differentiation
Topic: Exponential and Logarithmic Functions	Logarithms and Exponentials
Topic: Statistical Analysis	Probability and Discrete Probability Distributions

Year 12

Topic: Functions	Graphing Techniques
Topic: Trigonometric Functions	Trigonometric Functions and Graphs
Topic: Calculus	Differential Calculus
	Applications of Differentiation
	Integral Calculus
Topic: Financial Mathematics	Modelling Financial Situations
Topic: Statistical Analysis	Descriptive Statistics and Bivariate Data Analysis
	Random Variables

Mathematics Extension 1

1 unit in each of Year 11 and Year 12 (HSC)

Board Developed Course

Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus*. In particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: Polynomials, Logarithms, Functions and Other Graphs and Circle Geometry.

Exclusions: Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

Course Description:

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

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

Content:

Year 11

Topic: Functions	Further Work with Functions
	Polynomials
Topic: Trigonometric Functions	Inverse Trigonometric Functions
	Further Trigonometric Identities
Topic: Calculus	Rates of Change
Topic: Combinatorics	Working with Combinatorics

Year 12

Topic: Proof	Proof by Mathematical Induction
Topic: Vectors	Introduction to Vectors
Topic: Trigonometric Functions	Trigonometric Equations
Topic: Calculus	Further Calculus Skills
	Applications of Calculus
Topic: Statistical Analysis	The Binomial Distribution

Mathematics Extension 2 – HSC Only

1 unit Year 12 (HSC)
Board Developed Course
Prerequisites:
The Mathematics Extension 2 Year 12 course has been developed on the ***assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course.***
The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course
Exclusions: Students may **not** study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

Course Description:

- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.
- The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.
- All students studying the Mathematics Extension 2 course will sit for an HSC examination.

The study of Mathematics Extension 2 in Stage 6:

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

Content:
The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:

Year 12

Topic: Proof	The Nature of Proof
	Further Proof by Mathematical Induction
Topic: Vectors	Further Work with Vectors
Topic: Complex Numbers	Introduction to Complex Numbers
	Using Complex Numbers
Topic: Calculus	Further Integration
Topic: Mechanics	Applications of Calculus to Mechanics

Modern History

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:
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. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. 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.

Modern History enables students to trace the historical background of contemporary issues and to explore the significance of individuals, events and ideas. It equips students with knowledge, understanding and skills to help them examine and make sense of the world around them.

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.

Example of Topics Covered:

	Modern History	**Indicative hours**
Year 11 course (120 hours)	Historical Investigation Contestability of the Past: Genocide Studies in the 20th + 21st Centuries	40
	Investigating Modern History ● Case Study A: *eg. Decline and Fall of the Romanovs OR the Women's Movements* ● Case Study B: *eg. Origins of the Arab-Israeli Conflict OR the Making of Modern South Africa*	40
	The Shaping of the Modern World World War I	40

	Modern History	**Indicative hours**
Year 12 course (120 hours)	Core Study: Power and Authority in the Modern World 1919–1946 – Rise of Dictatorships and the Nazi Regime in Germany	30
	National Study: *eg. Russia and the Soviet Union 1917-1941*	30
	Peace and Conflict Study: *eg. Conflict in Europe 1935-1945*	30
	Change in the Modern World Study: *eg. Apartheid in South Africa 1960-1994*	30

Music 1
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Music 2
Course Description: In the Preliminary and HSC courses, students will study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.
Main Topics Covered: Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.
Particular Course Requirements: **HSC course** 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 the Board of Studies to validate authorship of the submitted work.

Music 2
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Music 1
Course Description: In the Preliminary and HSC courses, students will study: The concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.
Main Topics Covered: Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary course, the Mandatory Topic is Music 1600–1900. In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).
Particular Course Requirements: In addition to core studies in performance, composition, musicology and aural, students nominate **one** elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.

Personal Development Health and Physical Education

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:
The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the HSC course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Main Topics Covered:

Preliminary Course
Core Topics (60%)
- Better Health for Individuals
- The Body in Motion

Optional Components (40%)
Students to select two options each from
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course
Core Topics (60%)
- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)
Students to select two options each from
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

Particular Course Requirements:
The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students are to study two.
The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.

Physics

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:

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 provide a 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.

Main Topics Covered:

Preliminary Course

- Working Scientifically Skills
- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

HSC Course

- Working Scientifically Skills
- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

Particular Course Requirements:

- Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Science Extension - HSC Only

1 unit for Year 12 (HSC)
Board Developed Course

Course Description

The Science Extension course focuses on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

HSC Course Content

The Year 12 course consists of four modules.

- Module 1 The Foundations of Scientific Thinking (10 hours)
- Module 2 The Scientific Research Proposal (10 hours)
- Module 3 The Data, Evidence and Decisions (20 hours)
- Module 4 The Scientific Research Report (20 hours)

Particular Course Requirements

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.
Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio. The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols. All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

Note: Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12. Ulladulla High School recommends students discuss their suitability for Science Extension with their Year 11 Science course teacher(s) and the Head Teacher Science.

The Year 12 formal school-based assessment program for Science Extension reflects the following requirements:

- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- three assessment tasks:
    - task one must assess the skills developed in Section 1 of the Scientific Research Portfolio
    - task two must assess the skills developed in Section 2 of the Scientific Research Portfolio
    - task three must assess the Scientific Research Report with a weighting of 40%
- tasks one and two must not assess individual sections of the Scientific Research Report, in draft or final versions
- only one task may be a formal written examination with a maximum weighting of 30%.

Society and Culture

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:
Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social and cultural world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Main topics Covered:

Preliminary Course

- The Social and Cultural World – the interactions between persons and groups within societies
- Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings
- Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them

HSC Course
Core

- Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- The Personal Interest Project (PIP) – an individual research project

Depth Studies
Two to be chosen from:

- Popular Culture – the interconnection between popular culture, society and the individual
- Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

Particular course Requirements:
Completion of Personal Interest Project.

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Software Design and Development

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Computing Applications CEC

Course Description:

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The HSC course builds on the Preliminary course and asks students to plan, design and develop a software application.
This course enables students to develop skills in coding, project management, problem solving and team work skills.

Main Topics Covered:

Preliminary Course

Concepts and Issues in the Design and Development of Software (30%)

- Social and ethical issues
- Hardware and software
- Software development approaches

Introduction to Software Development (50%)

- Defining and understanding the problem
- Planning and designing software solutions
- Implementing software solutions
- Testing and evaluating software solutions
- Maintaining software solutions
- Developing Software Solutions (20%)

HSC Course

Development and Impact of Software Solutions (15%)

- Social and ethical issues
- Application of Software Development Approaches

Software Development Cycle (40%)

- Defining and understanding the problem
- Planning and design of software solutions
- Implementing software solutions
- Testing and evaluating software solutions
- Maintaining software solutions

Developing a solution package (25%)

Options (20%)

Study one of the following options:

- Programming paradigms
  or
- The interrelationship between software and hardware

Particular Course Requirements

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.
It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.

Studies of Religion II

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Studies of Religion I

Course Description
Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Preliminary Course
Nature of Religion and Beliefs
- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

Three Religious Traditions Studies from:
Buddhism, Christianity, Hinduism, Islam, Judaism
- Origins
- Principal beliefs
- Sacred texts and writings
- Core ethical teachings
- Personal devotion/expression of faith/observance.

Religions of Ancient Origin
- The response to the human search for ultimate meaning in two religions of ancient origin from:
  - Aztec or Inca or Mayan
  - Celtic
  - Nordic
  - Shinto
  - Taoism
  - an Indigenous religion from outside Australia

Religion in Australia pre-1945
- The arrival, establishment and development of religious traditions in Australia prior to 1945.

HSC Course
Religion and Belief Systems in Australia post-1945
- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualties and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Three Religious Tradition Depth Studies from:
Buddhism, Christianity, Hinduism, Islam, Judaism
- Significant people and ideas
- A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
- Significant practices in the life of adherents.

Religion and Peace
- The distinctive response of religious traditions to the issue of peace.

Religion and Non-Religion
- The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews

Textiles & Design

2.units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

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

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 (portfolio) and textile item/s.

Main Topics Covered:

Preliminary Course

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%)

HSC Course

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

Particular Course Requirements:

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

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

Visual Arts

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description:
Visual Arts involves students in art making, 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 Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Topics Covered:
Preliminary Course learning opportunities focus on:

- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists' artwork, the world and audiences in the art world
- The frames 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.

HSC Course learning opportunities focus on:

- How students may develop their own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the art world
- How students may further develop meaning and focus in their work.

Particular Course Requirements:
Preliminary Course

- artworks in at least 2 forms and use of a process diary (50%)
- a broad investigation of ideas in art criticism and art history (50%)

HSC Course

- development of a body of work and use of a process diary (50%)
- a minimum of 5 Case Studies (4–10 hours each) (50%)
- deeper and more complex investigations of ideas in art criticism and art history.