



Course Descriptions

Stage 6: Years 11 and 12

Preliminary Certificate 2022

Higher School Certificate 2023



SUBJECTS

<i>Index</i>	<i>Page</i>	<i>Faculty Coordinator</i>
GENERAL INFORMATION		
Which level of English and Mathematics should I choose?	9	Dr Molkentin Mrs Williamson
ENGLISH		
English - Advanced	21	Dr Molkentin
English - Standard	22	
English Studies	23	
English - Extension 1	24	
English - Extension 2 (<i>HSC year only</i>)	24	
Drama	18	
MATHEMATICS		
Mathematics - Standard	35	Mrs Williamson
Mathematics - Advanced	36	
Maths - Extension 1	37	
Maths - Extension 2 (<i>HSC year only</i>)	38	
SCIENCE		
Biology	11	Mr. Barter
Chemistry	15	
Earth and Environmental Science	19	
Investigating Science	33	
Physics	44	
HSIE (<i>Human Society and Its Environment</i>)		
Ancient History	10	Mr. Seccombe
Business Studies	14	
Geography	27	
Economics	20	
Legal Studies	34	
Modern History	39	
History Extension (<i>HSC year only</i>)	28	
Studies of Religion II	45	
PD/H/PE		
Community and Family Studies	16	Mr. Irvine
Personal Development, Health and Physical Education	43	
TECHNOLOGY (TAS)		
Design and Technology	17	Mr. Young
Engineering Studies	25	
Industrial Technologies Timber Products and Furniture Technologies	31	
Industrial Technology - Graphics	32	
Textiles and Design	46	
LANGUAGES		
LOTE - French Beginners	26	Dr Molkentin
CREATIVE AND PERFORMING ARTS		
Music 1	40	Mr. Coulthart
Music 2	41	
Music Extension	42	
Visual Arts	47	
VOCATIONAL EDUCATION and TRAINING (VET)		
VET Business Services	13	Mrs Brennan
VET Building and Construction	12	Mr Young
VET Hospitality	29	Mrs Young

POSSIBLE ELECTIVES		Interest – Y or N	Priority Order
ENGLISH Choose ONE English Course			
English - Standard			
English - Advanced			
English Studies			
English - Extension 1 (<i>only Advanced English students</i>)			
MATHEMATICS Choose ONE Mathematics Course			
Mathematics - Standard			
Mathematics - Advanced			
Mathematics -Extension 1 (<i>only Mathematics Advanced students</i>)			
OPTIONS			
Ancient History			
Biology			
Business Studies			
Chemistry			
Community and Family Studies			
Design and Technology			
Drama			
Earth and Environmental Science			
Economics			
Engineering Studies			
Geography			
Industrial Technologies Timber Products and Furniture Technologies			
Industrial Technology - Graphics			
Investigating Science			
Legal Studies			
LOTE - French			
Modern History			
Music 1			
Music 2			
Music Extension			
Personal Development, Health and Physical Ed.			
Physics			
Studies of Religion II			
Textiles and Design			
Visual Arts			
VET Business Services			
VET Building and Construction			
VET Hospitality			

Possible questions to ask teachers

- Do you think I am able to complete this level of Mathematics and English?
- What type of assessments are expected to be completed during this course?
- Do you think I am capable, or have the skills, to complete this course?

Your questions...

GENERAL INFORMATION

To be eligible for the award of the Higher School Certificate a student needs to:

- be enrolled in a NSW school, or a registered and accredited non-government school, or a TAFE institute;
- study a permitted combination of courses for Preliminary and HSC Courses;
- complete the requirements for each subject, including necessary oral, practical or project work;
- complete the internal assessment programs in each Preliminary and HSC Course; and
- sit for and make a genuine attempt at the Higher School Certificate examinations.

HSC PATTERN OF STUDY

Students will follow a 2-year program of study in Years 11 and 12 leading to the award of the HSC. This involves the completion of both the Preliminary and HSC Courses in these two years. At Shellharbour Anglican College, the Preliminary Courses are taught in the first three terms of Year 11 and the HSC Courses usually commence in Term 4 of Year 11.

Preliminary and HSC Curriculum

A **subject** is a name given to an area of study and there may be one or more courses within a subject. For example English, Mathematics and History are subjects that offer more than one course.

Types of Courses

There are two categories of courses:

- **Board Developed Courses** - Board Developed VET Courses in the VET Curriculum Frameworks can be studied as Preliminary and/or HSC courses. The 240-hour course in each framework includes an optional written examination which students can choose to undertake if they wish the result to be included in the calculation of the ATAR (these courses will be counted as Category B subjects in the calculation of the ATAR – only two units of Category B subjects may count towards the ATAR).
- **Board Endorsed Courses** - these are either School Designed Courses, which are endorsed by the NSW Education Standards Authority, or Content Endorsed Courses (CECs), which are either general CECs or TAFE delivered CECs. All Board Endorsed Courses count towards a student's HSC and are listed on the Record of Achievement. **However, Board Endorsed Courses do not count towards the calculation of the ATAR.** Shellharbour Anglican College does not currently offer any of these types of courses.

Units of Study

Most courses offered for the HSC have a value of 2 units in the Preliminary Course and 2 units in the HSC Course. Each unit requires 60 hours of programmed study per year (ie 2 units = 120 hours per year). At Shellharbour Anglican College, the 1-unit courses offered are extension courses. 2-unit courses have a value of 100 marks for the HSC.

Extension Courses

Extension courses have a value of 1 unit and build on the content and difficulty of the related 2-unit course. One Extension course is available in each of English and Mathematics at Preliminary level. At HSC level, there are two Extension courses in English and Mathematics and 1-unit Extension course in History. Students wishing to study Extension courses in the HSC courses must demonstrate a high level of achievement in the related 2 Unit Preliminary Course.

STUDY REQUIREMENTS

English is the only compulsory HSC subject. At Shellharbour Anglican College we strongly recommend that all students study a Mathematics course as part of their pattern of study.

To be eligible for the award of the HSC students must satisfactorily complete at least **12 units of a Preliminary Course pattern of study and 10 units of a HSC Course pattern of study.**

Both Preliminary and HSC patterns of study must include:

- at least 2 units of a Board Developed course in English
- at least 6 units of Board Developed Courses (of which English contributes 2 units)
- at least 3 courses of 2 units value or greater
- at least 4 subjects

Note: Each Science course (ie Biology, Physics and Chemistry) is considered a subject. However, **no more than 6 units of courses in Science** can contribute to the 12 Preliminary units and 10 HSC units required for the award of the Higher School Certificate.

ASSESSMENT: PRELIMINARY AND HSC COURSES

Each faculty at Shellharbour Anglican College prepares comprehensive assessment programs for their Preliminary and HSC Courses, following the advice and guidelines given by the NSW Education Standards Authority. Assessment tasks focus on specific outcomes of the syllabuses and the types of tasks reflect the outcomes being assessed. Each student is given information about assessment and the assessment booklet details guidelines and general information for each subject. In addition, students receive schedules and details of each assessment task in writing for each subject and are made fully aware of the assessment program and specific criteria before undertaking the tasks, and receive the marking guidelines. Assessment tasks assess the full range of syllabus outcomes, many of which cannot be assessed in formal examinations. Accordingly, there will be a range of tasks such as research, practical and fieldwork, orals, projects and the like in each subject.

All students must complete the NSW Education Standards Authority program, **HSC: All My Own Work** which has been designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies. The program's content is divided into five modules:

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with others

Formal Examinations

Formal examinations make up part of the Shellharbour Anglican College assessment program. These are held in mid-September for Preliminary Courses and for all the HSC Courses, the Trial Higher School Certificate Examinations. Reports are issued after each set of examinations.

Students' final HSC mark is a combination of School-Based Assessment achieved during the HSC Course and from the HSC Examination. HSC School-Based Assessment commences when the HSC Courses begin, that is in Term IV of Year 11.

The HSC Results

Students who satisfactorily complete the requirements for the Higher School Certificate will receive from the NSW Education Standards Authority:

- A Record of Achievement that lists all courses taken, the examination mark, the moderated school assessment mark, the HSC mark and the performance band in each subject.
- A report for each course taken, showing the performance scale including band descriptors, HSC mark and state-wide HSC mark distribution.
- The HSC testamur, (the actual Higher School Certificate).

On the report for each 2-unit course a student's mark will be aligned against one of six bands, numbered 1 to 6. Minimum satisfactory achievement in each subject is set at 50. A score below 50 represents Band 1. Each set of ten marks above 50 represents Bands 2 to 6. Each band, except Band 1, is accompanied by a description of what a typical student at each level knows and can do in each course. The HSC mark is an average of the Examination mark and the moderated school assessment mark.

Australian Tertiary Admission Rank (ATAR)

To be eligible for an ATAR, students must complete 10 units of Board Developed HSC Courses including at least 2 units of English. Board Developed courses must include at least 3 courses of 2 units or greater, and at least 4 subjects.

The ATAR is an aggregate of scaled marks in 10 Board Developed Courses comprising:

- the best 2 units of English and
- the best 8 units from the remaining units, subject to the provision that no more than 2 units of Category B courses be included.

The scaled marks used for ATAR calculation are based on both the moderated School-Based Assessment (HSC Courses only), and raw HSC Examination marks.

Vocational and Education Training (VET) Courses

These courses teach vocational skills and allow students to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation.

Shellharbour Anglican College offers AIS on scope VET courses. These courses enable students in Years 11 and /or 12 to study a vocational course at school. A minimum number of 70 hours in industry workplace/s is required and students participate in events that require commitment outside of school normal hours. **This subject can contribute to Preliminary and HSC requirements but only 2 units can be used in the calculation of the ATAR.** Students who successfully complete VET courses gain advanced standing in a nationally recognised TAFE course.

Other VET courses are offered through TAFE at Shellharbour, West Wollongong, Wollongong and Yallah campuses. These are referred to as EVET courses. **These courses do incur a substantial tuition fee, payable by the student/parents.** Classes are generally timetabled after lunch on a school day. Students are therefore required to catch up any missed work in their own time. See the Coordinator of Teaching & Learning for more details.

Record of School Achievement (RoSA)

At the start of 2012 The NSW Education Standards Authority introduced the Record of School Achievement, which significantly affects students enrolled in Stage 5 and Stage 6 with regards to recording course results. This has been primarily developed for those students who leave before completing the HSC for either employment or further training outside the school environment.

This credential will

- Provide an ongoing, cumulative record for students
- It will record grades for courses students complete in Year 10 Report results of moderated, school-based assessment
- Introduce optional, online literacy and numeracy testing for school leavers
- Provide the opportunity for students to incorporate extra-curricular achievements.
- Only be issued to students when they leave school.

Literacy and Numeracy Testing

- Optional literacy and numeracy tests will be available for school leavers.
- The tests will be taken online and will be available to students through the year.
- They are designed to provide schools leavers with a current supplementary assessment of these key skills.

Which level of English should I choose?

Students who want to receive a HSC need to study two units of English – either in the Advanced, Standard or Studies course (in addition to eight other units of HSC courses).

In choosing an English course for study in Stage 6, students should consider their level of enjoyment and engagement in English in Years 7-10, as well as their level of achievement in this subject.

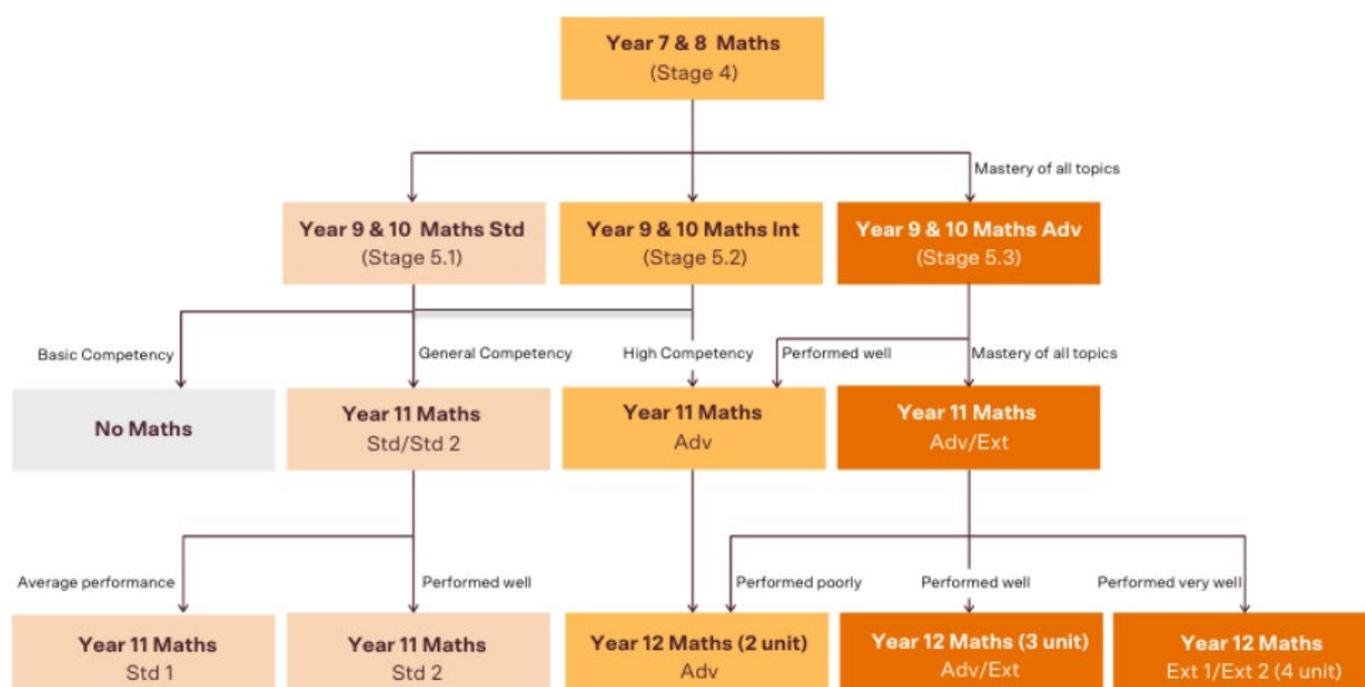
We recommend that most students choose the Advanced course. It provides them with the most thorough preparation for tertiary studies and offers the best chance of achieving the highest HSC result possible. Our experience shows that many students who elect to study the Standard course were actually capable of studying the Advanced course and may have achieved more growth and higher results had they opted for the more challenging course.

The English Standard course is for students who feel that they are not capable of meeting the requirements of the Advanced course but who want to achieve an ATAR with their HSC. The Advanced Course features longer and more sophisticated texts (including Shakespearean drama) than the Standard course, but the examinations and assessment tasks are the same length and format.

The English Studies course is recommended for students who are not working towards an ATAR (and a university place) but who want to achieve their HSC. The HSC examination is optional in English Studies and by completing it candidates can make themselves eligible for an ATAR.

Which level of Mathematics should I choose?

The following flow-chart is an overview of the various NESA Mathematics courses and their pre-requisites. This will provide students and parents an idea of which level of Mathematics they are able to choose. Those requiring more information should speak directly with the Faculty Coordinator for Mathematics.



ANCIENT HISTORY	
Faculty: HSIE	Course No: 15020
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The 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.</p>	
<p>Topics Covered</p> <p>Section 1</p> <p>Part A: Investigating Ancient History – the nature of Ancient History</p> <ul style="list-style-type: none"> • The treatment and display of human remains • The preservation, conservation & reconstruction of ancient sites • Cultural Heritage and the Role of Museums <p>Part B: Investigating Ancient History – case studies</p> <ul style="list-style-type: none"> • Tutankhamun's tomb or City of Rome (List A) • Jerusalem or Persepolis or Masada (List B) <p>Section 2: Features of Ancient Societies</p> <p>Students study at least TWO features of ancient societies through an investigation of: a different key feature for each society, OR one key feature across the societies selected. Possible topics include:</p> <ul style="list-style-type: none"> • Slavery in Greece, Rome and the New Testament • Women in Ancient Greece and Rome • Weapons and Warfare in in Egypt, Greece and Rome <p>Section III: Historical Investigation</p> <p>Students independently investigate a topic of their own choosing. The historical investigation is designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process.</p> <p>HSC Course</p> <p>The course comprises a study of:</p> <ul style="list-style-type: none"> • Core Study: Cities of Vesuvius – Pompeii and Herculaneum • ONE 'Ancient Societies' topic • ONE 'Personalities in their Times' topic • ONE 'Historical Periods' topic. <p>The course requires study from at least TWO of the following areas: Egypt, Near East, China, Greece AND/OR Rome.</p> <p>Topics in the Year 12 course consist of two sections –</p> <ul style="list-style-type: none"> – Survey – Focus of study 	
<p>Particular Course Requirements</p> <p><i>Studies in the Preliminary Course must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses.</i></p>	

BIOLOGY	
Faculty: Science	Course No: 15030
2 units for each of Preliminary and HSC Board Developed Course	Exclusions:
<p>Course Description</p> <p>The <i>Biology Stage 6 Syllabus</i> 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.</p> <p>Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p> <p>The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>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.</p>	
<p>Topics Covered</p> <p>Preliminary Course Working Scientifically Skills</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Cells As the Basis of Life • Organisation of Living Things • Biological Diversity • Ecosystem Dynamics <p>Depth Study: 15 hours must be allocated to depth studies within the Preliminary Course</p>	<p>HSC Course Working Scientifically Skills</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Heredity • Genetic Change • Infectious Diseases • Non-infectious Diseases and Disorders <p>Depth Study: 15 hours must be allocated to depth studies within the HSC Course</p>
<p>Particular Practical Course Requirements</p> <p><i>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</i></p>	

**BUILDING AND CONSTRUCTIONS PATHWAYS CERTIFICATE II
CURRICULUM FRAMEWORK (VET)**

Faculty: VET

Course No: CPC20211

RTO No: 90413



Minimum mandatory work placement – **70 hours**
 Category B status for the Australian Tertiary Admission Rank (ATAR)
 Exclusions with other Board Developed Courses – nil
Note: only 1 category B subject can count towards an ATAR

Course Description

The course qualification is nationally recognised entry-level qualification for employment in the Construction industry. This course would suit students who are interested in a career in the building and construction industry, building certification or project management in that industry. The knowledge, skills and attitudes acquired by students in this course will also be of value in future study and daily life.

Qualification:

This Certificate II is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.
 The qualification has core unit of competency requirements that are required in most Certificate III qualifications.
 Students will develop skills that can lead to an apprenticeship or entry to off-site occupations, such as joinery and shop fitting, carpentry, bricklaying & other occupations in general.

Follow the link below for qualifications pathway information within the Training Package.
 NESA

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/construction-syllabus>

Qualification details – training.gov.au
<https://training.gov.au/Training/Details/CPC20211>

Units of Competency

Core:

- Apply WHS requirements, policies and procedures in the construction industry
- Work effectively and sustainably in the construction industry
- Plan and organise work
- Conduct workplace communication
- Carry out measurements and calculations
- Read and interpret plans and specifications

Mandatory for NESA

- Work safely in the construction industry
- Use construction tools and equipment

Electives:

- Handle carpentry materials
- Use carpentry tools and equipment
- Carry out concreting to simple forms
- Apply basic levelling procedures
- Handle construction materials
- Handle and prepare bricklaying and blocklaying materials
- Use bricklaying and blocklaying tools and equipment
- Assemble components
- Prepare for off-site manufacturing process
- Handle wall and floor tiling materials
- Use wall and floor tiling tools and equipment

BUSINESS SERVICES
CURRICULUM FRAMEWORK (VET) Business

Faculty: VET

Course No: 26101

RTO No: 90413



Board Developed Course A total of 4 units of credit – Preliminary and/or HSC
 Minimum mandatory work placement – 70 hours Category B status for the Australian Tertiary Admission Rank (ATAR)
Note : only 1 category B subject can count towards an ATAR
 Exclusions with other Board Developed Courses – nil

Course Description

This course provides grounding in business skills and knowledge for work in any business related field. Upon completion of this qualification, candidates may work in a range of business related areas including Administration, Advertising, Marketing and Sales, Compliance, Human resources, International trade/business, Legal services, Management, Medical Administration or Project Management. Depending on the electives chosen, this course will additionally introduce students to the idea of researching and planning to start their own micro-business or work on a passion project.

AQF VET Qualification(s)

Depending on the selection and achievement of units of competency the possible qualification outcomes are:

- Statement of Attainment in BSB30120
- BSB 30120 Certificate III in Business

Summaries of the employability skills developed through these qualifications can be downloaded from:
<http://employabilityskills.training.com.au>

Units of Competency

Compulsory

Pending NESAs confirmation of the syllabus

Electives

<i>Unit code</i>	<i>Unit title</i>
Pending NESAs confirmation of the syllabus	

BUSINESS STUDIES	
Faculty: HSIE	Course No: 15040
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<p>Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ● 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 <p>HSC Course</p> <ul style="list-style-type: none"> ● 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**Faculty:** Science**Course No:** 15050

2 units for each of Preliminary and HSC Board Developed Course

Exclusions:**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 in order 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 is often the unifying link between interdisciplinary studies.

Topics Covered**Preliminary Course**

Working Scientifically Skills

Core Modules

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Driver of Reactions

Depth Study: 15 hours must be allocated to depth studies within the Preliminary Course**HSC Course**

Working Scientifically Skills

Core Modules

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

Depth Study: 15 hours must be allocated to depth studies within the HSC Course**Particular Course Requirements**

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

COMMUNITY AND FAMILY STUDIES	
Faculty: PD/H/PE	Course No: 15060
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • 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). <p>HSC Course</p> <ul style="list-style-type: none"> • 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). <p>HSC Option Modules Select one of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> • 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. 	
<p>Particular Course Requirements <i>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.</i></p>	

DESIGN and TECHNOLOGY	
Faculty: TAS	Course No: 15080
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in design and production. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment. The design portfolio communicates the design and production process undertaken in the development of each project.</p> <p>The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, management, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, work health and safety, evaluation, and manipulation of materials, tools and techniques.</p> <p>HSC Course</p> <p>Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses the following key areas: project proposal and project management, project development and realisation, and project evaluation.</p>	
<p>Particular Course Requirements</p> <p><i>In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.</i></p> <p><i>In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of their design projects.</i></p>	

DRAMA	
Faculty: English	Course No: 15090
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.
<p>Course Description Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ● Improvisation, Play building, Acting ● Elements of Production in Performance ● Theatrical Traditions and Performance Styles <p>HSC Course</p> <ul style="list-style-type: none"> Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project 	
<p>Particular Course Requirements</p> <p><i>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.</i></p>	

EARTH AND ENVIRONMENTAL SCIENCE	
Faculty: Science	Course No: 15100
2 units for each of Preliminary and HSC Board Developed Course	Exclusions:
<p>Course Description</p> <p>The <i>Earth and Environmental Science Stage 6 Syllabus</i> explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.</p> <p>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.</p> <p>Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.</p> <p>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.</p>	
<p>Topics Covered</p> <p>Preliminary Course Working Scientifically Skills</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Earth's Resources • Plate Tectonics • Energy Transformations • Human Impacts <p>Depth Study: 15 hours must be allocated to depth studies within the Preliminary Course</p>	<p>HSC Course Working Scientifically Skills</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Earth's Processes • Hazards • Climate Science • Resource Management <p>Depth Study: 15 hours must be allocated to depth studies within the HSC Course</p>
<p>Particular Course Requirements</p> <p><i>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</i></p>	

ECONOMICS	
Faculty: HSIE	Course No: 11110
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The study of economics is based on a 'problems and issues' approach to the teaching and learning of economics. The goal of this approach is to relate the content of economics to the economic problems and issues experienced by individuals and society.</p> <p>The focus of the Preliminary course is on the practical problems and issues that affect individuals, firms and governments.</p> <p>In the HSC course, the problems and issues are studied in relation to the national, regional and global economies.</p> <p>Preliminary Course</p> <p>The Preliminary course is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Much of this behaviour is influenced by the operation of markets. Two key markets, the labour market and the financial market, are examined in detail. The Preliminary course provides an essential foundation for the HSC course.</p> <p>HSC Course</p> <p>The HSC course focuses on the management of an economy and is therefore essentially macroeconomic in nature. It examines the external framework in which the Australian economy operates. The course investigates the impact of the global economy on the Australian economy and the link between economic issues and the management of an economy, with specific reference to the Australian economy.</p>	
<p>Topics Covered</p> <p>Preliminary Course</p> <ol style="list-style-type: none"> 1 Introduction to Economics 2 Consumers and Business 3 Markets 4 Labour Markets 5 Financial Markets 6 Government in the Economy 	<ol style="list-style-type: none"> 1 The Global Economy 2 Australia's Place in the Global Economy 3 Economic Issues 4 Economic Policies and Management
<p>Particular Course Requirements</p> <p><i>The order of the topics in both the Preliminary and HSC courses is not prescriptive and may be influenced by economic events, the interests and needs of the students or the availability of resources.</i></p>	

ENGLISH (ADVANCED)	
Faculty: English	Course No: 15140
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Standard); Fundamentals of English; English (ESL)
<p>Course Description</p> <p>In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the HSC English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four types of prescribed texts drawn from: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia; and a wide range of additional related texts and textual forms.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course – The course has two sections:</p> <ul style="list-style-type: none"> • Content common to the Standard and Advanced courses is undertaken through a Common Module: Reading to Write. • Students also complete two additional modules called Module A - Narratives that Shape our World and Module B - Critical Study of Literature <p>HSC Course – The course has two sections:</p> <ul style="list-style-type: none"> • The HSC Common Content which consists of one Common Module: Texts and Human Experiences where students analyse and explore texts and apply skills in synthesis. • Modules for the Advanced course only including Module A -Textual Conversations, Module B - Critical Study of Literature, and Module C - The Craft of Writing. 	
<p>Particular Course Requirements</p> <p>For the Year 11 English Advanced course students are required to:</p> <ul style="list-style-type: none"> • complete 120 indicative hours • complete the common module as the first unit of work • complete modules A and B. <p>For the Year 12 English Advanced course students are required to:</p> <ul style="list-style-type: none"> • complete the Year 11 course as a prerequisite <ul style="list-style-type: none"> – complete 120 indicative hours – complete the common module as the first unit of work – complete modules A, B and C over the course. • at least four types of prescribed text and a range of additional related texts and textual forms. <p>Across Stage 6 the selection of texts must give students experience of the following:</p> <ul style="list-style-type: none"> • 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 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. 	

ENGLISH (STANDARD)	
Faculty: English	Course No: 15130
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Advanced); English (ESL); English (Extension)
<p>Course Description</p> <p>In the Preliminary English (Standard) course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts.</p> <p>In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course – The course has two sections:</p> <ul style="list-style-type: none"> • Content common to the Standard and Advanced courses is undertaken through a unit of work called Common Module: Reading to write. Students explore texts and develop skills in synthesis. • Students also complete two additional modules called Module A: Contemporary Possibilities and Module B: Close Study of Literature <p>HSC Course – The course has two sections:</p> <ul style="list-style-type: none"> • The HSC Common Content which consists of one Common Module: Texts and Human Experiences where students analyse and explore texts and apply skills in synthesis. • Modules for the Standard course only including: Module A - Language, Identity and Culture, Module B - Close Study of Literature, and Module C - The Craft of Writing. 	
<p>Particular Course Requirements</p> <p>For the Year 11 English Standard course students are required to:</p> <ul style="list-style-type: none"> • complete 120 indicative hours • complete the common module as the first unit of work • complete Modules A and B. <p>For the Year 12 English Standard course students are required to:</p> <ul style="list-style-type: none"> • complete the Year 11 course as a prerequisite • complete 120 indicative hours • complete the common module as the first unit of work • complete modules A, B and C over the course of the year. • At least THREE prescribed texts and a wide range of related texts. <p>Across Stage 6 the selection of texts must give students experience of the following:</p> <ul style="list-style-type: none"> • 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 Islanders and those that give insights into 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. 	

ENGLISH STUDIES	
Faculty: English	Course No: 15125 or 15126 (with examination)
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English (Advanced); English (EAL/D); English (Extension 1 and 2)
<p>Course Description</p> <p>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.</p> <p>English Studies has the same course objectives as English (Standard) but the outcomes reflect a focus on more fundamental processes and skills in reading and responding. For example, where students might need to 'explain' aspects of a text in Standard, in English Studies they would 'describe' them.</p> <p>English Studies candidates can sit an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses. Students choosing not to sit the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESAs. To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Common Module: 'English in Education, Work and Community' • Two to four other modules chosen by teacher/school • Students study at least one substantial print text and one substantial multimodal text <p>HSC Course</p> <ul style="list-style-type: none"> • The HSC Common Content which consists of one Common Module: Texts and Human Experiences where students analyse and explore texts and apply skills in synthesis. • Students study additional modules from an extensive list of options – texts and options chosen by the teacher/ school • Students need to create and submit for assessment a portfolio of work completed throughout the course 	
<p>Particular Course Requirements</p> <p>For the Year 11 English Standard course students are required to:</p> <ul style="list-style-type: none"> • complete 120 indicative hours • complete the mandatory module as their first unit of work • complete an additional 2-4 modules <p>For the Year 12 English Standard course students are required to:</p> <ul style="list-style-type: none"> • complete the Year 11 course as a prerequisite • complete 120 indicative hours • complete the common module as the first unit of work • complete an additional two modules 	

ENGLISH EXTENSION 1 and 2	
Courses: Preliminary English Extension 1 HSC English Extension 1 HSC English Extension 2 (HSC only)	Course No: 11150 Course No: 15160 Course No: 15170
1 unit of study for each of Preliminary and HSC Prerequisites: (a) English (Advanced) (b) Preliminary English (Extension) is a prerequisite for English Extension Course 1 (c) English Extension Course 1 is a prerequisite for English Extension Course 2 Exclusions: English (Standard); Fundamentals of English; English (ESL)	
Course Description In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise. In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.	
Main Topics Covered Preliminary English (Extension) Course The course has one mandatory section: Module: Texts, Culture and Value. Students have to complete a related research project. HSC English Extension Course 1 The course has one Module: Literary Worlds. Students must complete one elective chosen from this Module. <ul style="list-style-type: none">• Elective 1: Literary homelands• Elective 2: Worlds of Upheaval• Elective 3: Reimagined Worlds• Elective 4: Literary Mindscapes• Elective 5: Intersecting Worlds HSC English Extension Course 2 The course requires students to complete a Major Work.	
Particular Course Requirements For the Year 11 English Extension course students are required to: <ul style="list-style-type: none">• complete 60 indicative hours• undertake the common module• undertake the related independent research project. For the Year 12 English Extension 1 course students are required to: <ul style="list-style-type: none">• complete the Year 11 English Extension course as a prerequisite• complete 60 indicative hours• undertake ONE elective option from the common module• The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts• Students are required to study at least TWO related texts HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection.	

ENGINEERING STUDIES

Faculty: TAS

Course No: Prelim 11120 / HSC 15120

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

Engineering continues to be the driving force providing insight and understanding for the provision of infrastructure, goods and services needed for industry and the community.

The role of engineers includes formulating problems, providing solutions and integrating technical understanding. Engineers are concerned with cost-effective, timely, reliable, safe, aesthetically pleasing and environmentally sustainable outcomes as well as maintaining a consciousness of ideals associated with social and ethical responsibilities and service.

The Engineering Studies course provides students with skills, knowledge and understanding associated engineering, its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working collaboration.

Engineering reports will also be produced independently and collaboratively and include analysis and synthesis of relevant information.

Engineering Studies Course Structure

Preliminary Modules – 120 Hours	HSC Modules – 120 Hours
Engineering application module 1 Engineering fundamentals	Engineering application module Civil structures
Engineering application module 2 Engineered products	Engineering application module Personal and public transport
Engineering application module 3 Braking systems	Engineering focus module Aeronautical engineering
Engineering focus module 4 Biomedical engineering	Engineering focus module Telecommunications engineering

Engineering application modules develop knowledge and understanding of engineering concepts and impacts through the study of engineered products.

Engineering focus modules develop knowledge and appreciation of the role of engineers by studying the nature of the engineering profession and emphasising the scope of engineering activities in a given field.

FRENCH BEGINNERS	
Faculty: LOTE	Course No: 15670
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Students who have completed Stage 5 French must do the French Continuers Course
<p>Course Description</p> <p>In Preliminary and HSC courses, students 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 with a range of texts/ text types, which reflect the topics. Students will gain an insight into the culture and language of French-speaking communities through the study of a range of texts.</p>	
<p>Topics Covered</p> <p>Family life, home and neighbourhood People, places and communities Education and work Friends, recreation and pastimes Holidays, travel and tourism Future plans and aspirations.</p>	
<p>Particular Course Requirements</p> <p>Students wishing to learn French for the first time, or have only 100 hours study in Stage 5 French should choose French Beginners.</p>	

GEOGRAPHY	
Faculty: HSIE	Course No: 15190
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>	
<p>Preliminary Course</p> <p>Biophysical Interactions – sustainable management of natural environments Global Challenges – geographical study of issues at a global scale. e.g. overpopulation, development, pandemics, conflicts. Senior Geography Project – a project of student's own choosing.</p> <p>HSC Course</p> <p>Ecosystems at Risk – functioning and management of ecosystems. e.g. Great Barrier Reef. Urban Places – study of cities and urban dynamics. People and Economic Activity – geographic study of viticulture and wine making in a local and global context.</p> <p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>	
<p>Particular Course Requirements</p> <p><i>Students complete a senior geography project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</i></p>	

HISTORY EXTENSION (HSC year only)	
Faculty: HSIE	Course No: 15280
1-unit HSC Board Developed Course	Exclusions: Nil
<p>Course Description HSC History Extension candidates study the ideas and processes historians use to construct history. In Part I of the course students investigate the issue, 'Constructing History?' through a selection of readings and through one case study. In Part II, students design, undertake and communicate their own historical inquiry.</p>	
<p>Topics Covered HSC Course Part I: Constructing History (40 indicative hours)</p> <p>Key questions:</p> <ul style="list-style-type: none"> ● Who are the historians? ● What are the aims and purposes of history? ● How has history been constructed and recorded over time? ● Why have the approaches to history changed over time? <p>Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options.</p> <p>Part II: History Project (20 indicative hours) An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.</p>	
<p>Particular Course Requirements <i>The Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.</i></p>	

HOSPITALITY CURRICULUM FRAMEWORK (VET) Kitchen Operations

Faculty: VET

Course No: 27401

RTO No: 90413



Board Developed Course A total of 4 units of credit – Preliminary and/or HSC
 Minimum mandatory work placement – 70 hours Category B status for the Australian Tertiary Admission Rank (ATAR)
Note : only 1 category B subject can count towards an ATAR
 Exclusions with other Board Developed Courses – nil

Course Description

This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in accommodation services, commercial cookery or food and beverage service. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner.

AQF VET Qualification(s)

Depending on the selection and achievement of units of competency the possible qualification outcomes are:

- Statement of Attainment in SIT20416 Certificate II in Kitchen Operations
- SIT20416 Certificate II in Kitchen Operations

Summaries of the employability skills developed through these qualifications can be downloaded from:

<http://employabilityskills.training.com.au>

Units of Competency

Compulsory

Unit code	Unit title
SITXWHS001	Participate in safe work practices
SITXFSA001	Use hygienic practices for food safety
BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry

Stream

Unit code	Unit title
SITHCCC001	Use food preparation equipment
SITHCCC005	Produce dishes using basic methods of cookery
SITHKOP001	Clean kitchen premises and equipment
SITXFSA002	Participate in safe food handling practices

Electives

Unit code	Unit title
SITHCCC011	Use cookery skills effectively
SITXINV002	Maintain the quality of perishable supplies
SITHCCC002	Prepare simple dishes
SITHCCC006	Prepare appetisers and salads
SITHCCC008	Prepare vegetables, egg and farinaceous dishes

Recognition of Prior Learning

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Assessment and Course Completion**Competency-based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Mandatory Workplacement

Students are required to complete mandatory 70 hours of workplacement over the 240 hour course. This will occur in the first week of the July and December school holidays. Students will be working in an industry-based workplace

HSC Examination

Students completing this course are eligible to sit an external written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N Determinations

Where a student has not met NSW Education Standards Authority course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

More Information

For more information on this course: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES	
Faculty: TAS	Course No: 15200
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Year 11 course consists of project work and an industry study that provide a broad range of skills and knowledge related to the Timber industry and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects. Projects are based around the main elements used in the Timber and Furniture industries.</p> <p>The HSC course consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the Timber and Furniture Industries. The HSC course combines the elements covered in the Preliminary Course into a Major project, which demonstrates the value of Timber in the sustainable construction of furniture and buildings.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>The Preliminary course includes:</p> <ul style="list-style-type: none"> • Industry Study (15%): This will involve the investigation of an organisation within the timber industry. • Design (10%): Students will learn how to design and plan projects and how to document their process. • Management and Communication (20%); This unit focuses on the roles within the timber and furniture industry and how they work together as an effective team. • Production (40%): This is the time students will create their projects. A large majority of the time in this course is dedicated to students actually making products. Students will be expected to put into practice the skills they have learnt in the other sections of the course. • Industry Related Manufacturing Technology (15%): Students will learn how to use the technology required to be creators of timber products. This will include, but is not limited to, the laser cutter, hand and power tools and CNC Router. <p>HSC Course</p> <ul style="list-style-type: none"> • Industry Study (15%): Building on the student's exploration into an organisation within the timber industry in the Preliminary Course, students will go deeper into the management and operations of a company in the timber industry looking at the structure, WHS issues, career opportunities, sales and marketing, along with technical, environmental, sociological factors and personnel issues. • Major project (60%): The majority of time will involve the design, management, communication and production of a major timber project. All work is documented in a detailed and significant project folio. • Industry Related Manufacturing Technology (25%): Students will learn about, use and apply a wide range of materials, processes, tools, equipment, machinery and technologies related to the timber industry. New and emerging technologies that benefit the timber industry will be explored and students will be required to recall part of this knowledge in the HSC examination. <p>NOTE: Materials for the major project are at the student's expense.</p>	
<p>Particular Course Requirements</p> <p><i>In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Preliminary course content. Students also undertake the study of an individual business within a focus area industry.</i></p> <p><i>In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</i></p>	

INDUSTRIAL TECHNOLOGY – GRAPHICS TECHNOLOGIES	
Faculty: TAS	Course No: 15200
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>Industrial Technology Graphics Technologies Stage 6 consists of project work, an Industry Study that develops a broad range of skills and knowledge related to the graphics industry, and an introduction to industrial processes and practices. This is a predominantly practical subject. Preliminary students will be required to complete two minor practical graphics projects (one term each), while the HSC component requires students to produce a major project of their choice. This project generally runs over the course of one year and includes a comprehensive management folio.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>The Preliminary course includes:</p> <ul style="list-style-type: none"> • Industry Study (15%): structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety • Design (10%): designing, drawing, computer applications, project management • Management and Communication (20%); literacy, calculations, graphics • Production (40%): This is the time students will create their projects. A large majority of the time in this course is dedicated to students actually designing products. Students will be expected to put into practice the skills they have learnt in the other sections of the course. • Industry Related Manufacturing Technology (15%): Students will learn how to use the technology required to be creators of graphical drawings and presentations. <p>HSC Course</p> <ul style="list-style-type: none"> • Industry Study (15%): Building on the student's exploration into an organisation within the graphics industry in the Preliminary Course, students will go deeper into the management and operations of a company in the graphics industry looking at the structure, WHS issues, career opportunities, sales and marketing, along with technical, environmental, sociological factors and personnel issues. • Major project (60%): The majority of time will involve the design, management, communication and production of a major graphical presentation. All work is documented in a detailed and significant project folio. • Industry Related Manufacturing Technology (25%): Students will learn about, use and apply a wide range of materials, processes, tools, equipment and technologies related to the Graphics industry. New and emerging technologies will be explored and students will be required to recall part of this knowledge in the HSC examination. 	
<p>Particular Course Requirements</p> <p><i>The main focus for the HSC year is a student directed major project and management folio. This would be produced using CAD software and examples of the type of projects created may include: a scaled architectural drawing of a building, a 3D model of a product or vehicle.</i></p> <p><i>In the Preliminary course, students must design, develop and construct a minimum of 2 projects. In the HSC course, students must design, develop and construct a major project with a management folio.</i></p>	

INVESTIGATING SCIENCE	
Faculty: Science	Course No: 11215 (Preliminary) 15215 (HSC)
2 units for each of Preliminary and HSC Board Developed Course	Exclusions:
<p>Course Description</p> <p>The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.</p> <p>The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.</p> <p><i>The Investigating Science course is taught in contexts from a variety of scientific disciplines including Biology, Chemistry, Physics and Geology (Earth Science). At Shellharbour Anglican College, Investigating Science will emphasise Astronomy and Astrophysics contexts, although other disciplines will also be included.</i></p>	
<p>Topics Covered</p> <p>Preliminary Course Working Scientifically Skills</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Cause and Effect – Observing • Cause and Effect – Inferences and Generalisations • Scientific Models • Theories and Laws 	<p>HSC Course Working Scientifically Skills</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Scientific Investigations • Technologies • Fact or Fallacy? • Science and Society
<p>Particular Course Requirements</p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>	

LEGAL STUDIES	
Faculty: HSIE	Course No: 15220
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
<p>Preliminary Course</p> <ul style="list-style-type: none"> • 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) <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p>	
<p>HSC Course</p> <ul style="list-style-type: none"> • 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) <p>Two options are:</p> <ul style="list-style-type: none"> • Family • World order. <p>Each topic's themes and challenges should be integrated into the study of the topic.</p> <p>Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.</p>	
<p>Particular Course Requirements</p> <p><i>No special requirements</i></p>	

MATHEMATICS STANDARD	
Faculty: Mathematics	Course No: 15230
<p>2 units for each of Preliminary and HSC Board Developed Course – Mathematics Standard 2 Board Developed Course – Mathematics Standard 1</p> <p>Prerequisites: For students who intend to study this Mathematics course, it is recommended that they study at least some of the Stage 5.2 content of <i>Mathematics Years 7–10 Syllabus</i>, particularly the <i>Financial Mathematics</i>, <i>Non-Linear Relationships</i>, <i>Statistics</i> and <i>Trigonometry</i> units, if not all of the content.</p> <p>Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.</p>	
<p>Course Description</p> <p>The Preliminary Mathematics Standard course, the HSC Mathematics Standard 2 course and the HSC Mathematics Standard 1 course are highly contextualised. It is structured to provide appropriate pathways to both the HSC Mathematics Standard 2 course and the HSC Mathematics Standard 1 course.</p> <p>All students who have studied Stage 5 Mathematics at SAC will have covered the prerequisites for the course. Demonstration of competence in mathematics up to and including at least Stage 5.1 is essential.</p> <p>The HSC Mathematics Standard 2 course has been written on the assumption that students have demonstrated a high level of competence in the Preliminary Mathematics Standard course. The course provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics through a large variety of real-world applications. The course also provides a strong foundation for vocational pathways, in the workforce and in further training, and for university courses in the humanities, nursing and paramedical sciences.</p> <p>The HSC Mathematics Standard 1 course has been written to meet the needs of students who have demonstrated competence in the Preliminary Mathematics Standard course. The course provides a strong foundation for vocational education and training courses, other practically oriented courses, and some humanities courses, and for vocational pathways, in the workforce or in further training. <i>Students are able to sit an optional HSC examination which will contribute towards the calculation of an ATAR.</i></p>	
<p>Main Topics Covered</p> <p>Preliminary Course Subtopics</p> <ul style="list-style-type: none"> ● Formulae and Equations ● Linear Relationships ● Applications of Measurement ● Working with Time ● Financial Mathematics ● Data Analysis ● Relative Frequency and Probability <p><i>The Preliminary Mathematics Standard course is undertaken by all students intending to study either the HSC Mathematics Standard 2 course or the HSC Mathematics Standard 1 course.</i></p>	<p>HSC Mathematics Standard 2</p> <ul style="list-style-type: none"> ● Types of Relationships (Algebraic) ● Non-right-angled Triangles ● Rates and Ratios ● Investments and Loans ● Annuities ● Bivariate Data Analysis ● The Normal Distribution ● Critical Path Analysis <p>HSC Mathematics Standard 1</p> <ul style="list-style-type: none"> ● Types of Relationships (Algebraic) ● Right-angled Triangles ● Rates ● Scale Drawings ● Investment ● Depreciation and Loans ● Further Statistical Analysis ● Networks and Paths

MATHEMATICS ADVANCED

Faculty: Mathematics	Course No: 15240
-----------------------------	-------------------------

2 units for each of Preliminary and HSC
Board Developed Course

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

Exclusions: Mathematics Standard

Course Description

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications and in increasing complexity.

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of Mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

Main Topics Covered	
Preliminary Course <ul style="list-style-type: none">• Functions• Trigonometry• Trigonometric Functions and Identities• Introduction to Differentiation• Logarithms and Exponentials• Probability and Discrete Probability Distributions	HSC Course <ul style="list-style-type: none">• Graphing Techniques• Trigonometric Functions and Graphs• Differential Calculus• Applications of Differentiation• Integral Calculus• Modelling Financial Situations• Descriptive Statistics and Bivariate Data Analysis• Random Variables

MATHEMATICS EXTENSION 1	
Faculty: Mathematics	Course No: 15250
<p>1 unit in each of Preliminary (<i>Preliminary Mathematics Extension</i>) and HSC Board Developed Course</p> <p>Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) <i>Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry of Mathematics Years 7–10 Syllabus.</i></p> <p>Exclusions: Mathematics Standard</p>	
<p>Course Description</p> <p>The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications and in increasing complexity.</p> <p>The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts subjects and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ● Further Work with Functions ● Polynomials ● Inverse Trigonometric Functions ● Further Trigonometric Identities ● Rates of Change (Calculus) ● Working with Combinatorics 	<p>HSC Course</p> <ul style="list-style-type: none"> ● Proof by Mathematical Induction ● Introduction to Vectors ● Trigonometric Equations ● Further Calculus Skills ● Applications of Calculus ● The Binomial Distribution

MATHEMATICS EXTENSION 2

Faculty: Mathematics

Course No: 15260

1 unit for the HSC

Board Developed Course

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

Exclusions: Mathematics Standard

Course Description

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications and in increasing complexity.

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

Main Topics Covered

- The Nature of Proof
- Further Proof by Mathematical Induction
- Further Work with Vectors
- Introduction to Complex Numbers
- Using Complex Numbers
- Further Integration
- Application of Calculus to Mechanics

MODERN HISTORY	
Faculty: HSIE	Course No: 15270
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course provides students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the 19th Century to the present using the methods of historical inquiry. The Preliminary Course includes a core study on 'The Shaping of the Modern World' in which students focus on the causes, course and consequences of the First World War.</p> <p>In the HSC course students complete a core study titled 'Power and Authority in the Modern World, 1919-1946' that investigates the rise of fascist, totalitarian and militarist movements after the First World War. The remainder of the course consists of three studies focused on the themes of 'National Studies', 'Peace and Conflict' and 'Change in the Modern World'.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Part 1: Investigating Modern History <ul style="list-style-type: none"> – The Nature of Modern History – Case Study 1: The Meiji Restoration – Case Study 2: The Decline and Fall of the Romanov Dynasty • Part II: Historical Investigation <ul style="list-style-type: none"> – A student-developed research project and presentation • Part III: Core Study: The Shaping of the Modern World <ul style="list-style-type: none"> – Historical concepts and skills are integrated into the Preliminary Course. <p>HSC Course</p> <ul style="list-style-type: none"> • Part I: Core Study: Power and Authority in the Modern World, 1919-1946 • Part II: National Study: Russia and the Soviet Union, 1917-1941 • Part III: Peace and Conflict: Conflict in the Pacific 1937–1951 • Part IV: Change in the Modern World: The Nuclear Age 1945–2011 	
<p>Particular Course Requirements</p> <p><i>Historical concepts and skills are integrated into the Preliminary and HSC Courses. These include</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Analysis and use of sources</i> <input type="checkbox"/> <i>Historical interpretation</i> <input type="checkbox"/> <i>Historical investigation and research</i> <input type="checkbox"/> <i>Explanation and communication</i> 	

MUSIC 1

Faculty: CAPA

Course No: 15290

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Music 2

Course Description

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

Preliminary course

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

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

HSC course

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

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

In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

Course requirements

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

Main Topics Covered

Students study three topics in each year of the course. Topics include:

An instrument and its repertoire	Music for small ensembles
Australian music	Music in education
Baroque music	Music of a culture (Preliminary course)
Jazz	Music of a culture (HSC course)
Medieval music	Music of the 18th century
Methods of notating music	Music of the 19th century
Music and religion	Music of the 20th and 21st centuries
Music and the related arts	Popular music
Music for large ensembles	Renaissance music
Music for radio, film, television and multimedia	Rock music
	Technology and its influence on music
	Theatre music

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 NSW Education Standards Authority to validate authorship of the submitted work.

MUSIC 2

Faculty: CAPA

Course No: 15300

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Music 1

Course description

While the course builds on the Stages 4 and 5 Music course, it also caters for students with less experience in Music who are willing to embrace the challenges of a more rigorous program. Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.

Preliminary course

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

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

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

HSC course

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

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

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

Course requirements

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

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

The additional topic studied in the HSC must be different to the topic studied in the Preliminary course. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work.

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

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 NSW Education Standards Authority to validate authorship of the submitted work.

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

Typically, candidates for entry into this course are 5th Grade practical and Musicianship or their equivalent.

Prospective candidates should discuss their suitability for this course with their Music teacher.

MUSIC EXTENSION	
Faculty: CAPA	Course No: 15310
1 units for HSC Board Developed Course	Exclusions: Music 1
<p>Prerequisites:</p> <ul style="list-style-type: none"> ▪ 11290 Music 2 (2 units – Preliminary) ▪ 15300 Music 2 (2 units – HSC) <p>Studied concurrently with HSC course of Music 2 or at the completion of the HSC course in Music 2 for those students undertaking pathways.</p> <p>Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p> <p>Course Description</p> <p>Students with an extended history of formal music involvement frequently reach a high level of musical sophistication and desire to specialise in their senior school years. The purpose of the Extension course is to expand studies undertaken in Music 2 and is designed to focus the continuing development and refinement of student's advanced music knowledge and skills towards independent musicianship.</p> <p>The Extension course offers a high degree of specialisation in Performance, Composition or Musicology in which each student follows an individual program of study. It provides an opportunity for musically and academically talented students to undertake a rigorous music study commensurate with their academic and musical sophistication.</p> <p>HSC course</p> <p>The Music Extension course builds on Music 2 Preliminary course and extends the Music 2 HSC course. It assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.</p> <p>What students learn</p> <p>Students specialise in performance or composition or musicology and follow an individual program of study which is negotiated between the teacher and student.</p> <p>Course requirements</p> <p>Students selecting Performance as their area of specialisation will be required to present an ensemble piece within their performance program. Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work.</p>	
<p><i>Prospective candidates should discuss their suitability for the Music 2 and Music Extension courses with their Music teacher.</i></p>	

PERSONAL DEVELOPMENT, HEALTH and PHYSICAL ED.	
Faculty: PD/H/PE	Course No: 15320
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>	
<p>Preliminary Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> • First Aid • Composition and Performance • Fitness Choices • Outdoor Recreation 	<p>HSC Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> • The Health of Young People • Sport and Physical Activity in Australian Society • Sports Medicine • Improving Performance • Equity and Health
<p>Particular Course Requirements</p> <p><i>In addition to core studies, students select two options in each of the Preliminary and HSC courses.</i></p>	

PHYSICS	
Faculty: Science	Course No: 15330
2 units for each of Preliminary and HSC Board Developed Course	Exclusions:
<p>Course Description</p> <p>The <i>Physics Stage 6 Syllabus</i> 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.</p> <p>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.</p> <p>Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities. The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.</p>	
<p>Topics Covered</p> <p>Preliminary Course Working Scientifically Skills</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Kinematics • Dynamics • Waves and Thermodynamics • Electricity and Magnetism <p>Depth Study: 15 hours must be allocated to depth studies within the Preliminary Course</p>	<p>HSC Course Working Scientifically Skills</p> <p>Core Modules</p> <ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • The Nature of Light • From the Universe to the Atom <p>Depth Study: 15 hours must be allocated to depth studies within the HSC Course</p>
<p>Particular Course Requirements</p> <p><i>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</i></p>	

STUDIES OF RELIGION II	
Faculty: HSIE	Course No: 15380
2 unit for each of Preliminary and HSC Board Developed Course	Exclusions: Studies of Religion I
<p>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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>Nature of Religion and Beliefs</p> <ul style="list-style-type: none"> - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life. <p>Three Religious Traditions Studies: <i>Christianity, Islam, Judaism</i></p> <ul style="list-style-type: none"> - Origins - Principal beliefs - Sacred texts and writings - Core ethical teachings - Personal devotion/expression of faith/observance. <p>Religions of Ancient Origin: the response to the human search for ultimate meaning in 2 religions of ancient origin from</p> <ul style="list-style-type: none"> - Aztec or Inca or Mayan - Celtic - Nordic - Shinto - Taoism - an Indigenous religion from outside Australia <p>Religion in Australia pre-1945: The arrival, establishment and development of religious traditions in Australia prior to 1945</p> <p>HSC Course</p> <ul style="list-style-type: none"> • Three Religious Tradition Depth Studies: <i>Christianity, Islam, Judaism</i> <ul style="list-style-type: none"> - Significant people and ideas - Ethical teachings in the religious tradition - Significant practices in the life of adherents. • Religion and Peace: the distinctive response of religious traditions to the issue of peace (Islam & Christianity) • Religion and Non-Religion: the human search for meaning through new religious expression, Non-religious worldviews and the different between Religious and Non-Religious worldviews. • 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 spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today. 	
<p>Particular Course Requirements <i>There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.</i></p>	

TEXTILES and DESIGN	
Faculty: TAS	Course No: 15390
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Fashion and Textiles EVET CEC 43480 Fashion Design and Technology EVET CEC 41016
<p>Course Description</p> <p>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 end use.</p> <p>The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ● Design (40%) ● Properties and Performance of Textiles (50%) ● The Australian Textiles, Clothing, Footwear and Allied Industries (10%). <p>HSC Course</p> <ul style="list-style-type: none"> ● Design (20%) ● Properties and Performance of Textiles (20%) ● The Australian Textiles, Clothing, Footwear and Allied Industries (10%) ● Major Textiles Project (50%). 	
<p>Particular Course Requirements</p> <p><i>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.</i></p> <p><i>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.</i></p>	

VISUAL ARTS	
Faculty: CAPA	Course No: 15400
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.
<p>Course Description</p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
<p>Preliminary Course learning opportunities focus on:</p> <ol style="list-style-type: none"> 1. the nature of practice in artmaking, art criticism and art history through different investigations 2. the role and function of artists, artworks, the world and audiences in the artworld 3. the different ways the visual arts may be interpreted and how students might develop their own informed points of view 4. how students may develop meaning and focus and interest in their work 5. building understandings over time through various investigations and working in different forms. <p>HSC Course learning opportunities focus on:</p> <ol style="list-style-type: none"> 1. how students may develop their practice in artmaking, art criticism, and art history 2. how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations 3. how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations 4. how students may further develop meaning and focus in their work. 	
<p>Particular Course Requirements</p> <p>Preliminary Course:</p> <ol style="list-style-type: none"> 1. <i>Artworks in at least two expressive forms and use of a process diary</i> 2. <i>a broad investigation of ideas in art making, art criticism and art history.</i> <p>HSC Course:</p> <ol style="list-style-type: none"> 1. <i>development of a body of work and use of a process diary</i> 2. <i>a minimum of five Case Studies (4–10 hours each)</i> 3. <i>deeper and more complex investigations in art making, art criticism and art history.</i> 	

Some useful website to help through the maze!

Website	Brief description
http://educationstandards.nsw.edu.au/wps/portal/nesa/home	Website of the NSW Education Standards Authority. This can be a useful reference for students and parents about HSC courses, assessment guidelines and the examinations.
http://www.shellharbouraccareers.com	The Shellharbour Anglican College Careers Website. General information regarding careers, post-school options, HSC, RoSA, Workplace Learning, Parent information and extra student information regarding careers.
www.myfuture.edu.au	Play the quiz and find out how much you know about the workplace in general. When it comes to specific careers you will find that this site will link you to some of the other sites listed here.
www.uac.edu.au www.uac.edu.au/future-applicants/year-10-students	The website of the University Admissions Centre and will offers a lot of information to students looking at university study. It goes much further than this offering information about scholarships, financial assistance while studying, UAI entry scores for subjects. Click on undergraduate study and go to course search. You can look at what doors UAI's will open, what may be assumed knowledge for certain courses and what course may be available for a career you may be contemplating.
www.australia.gov.au	This may be strange site to start with but will find that it links to a number of interesting and helpful sites. First time you should type in "career advice" and you will find yourself with a list of links but the first one should be this site.
http://www.yourfreecareertest.com/#	This is a career aptitude test (job quiz) listing results in 13 career interests followed by 4 sub career interests. College and university programs that match your career test results. Career aptitude tests and job quizzes are useful for career interest exploration.
www.tafe.nsw.edu.au	Similar to the UAC site in some ways but obviously with far more courses aimed at candidates who may leave school after completion of the School Certificate. Do a course search to determine locations, availability and prerequisites.

Please note: Set aside a reasonable amount of time to explore, bookmark the sites you find most helpful and, where necessary, ask for help at school, at home or use the often toll free numbers mentioned on the sites.

EXCELLENT LEARNING

Students' disposition towards learning has a significant impact on their academic progress.

It is a priority of teachers to foster in their students a growth mindset to learning and to encourage all students to see themselves as learners.

School communities play a role in influencing how students think about and the extent to which they value the learning process.

The three attributes of an excellent learning disposition are:

ATTITUDES
ASPIRATIONS
ALLIANCES

ATTITUDES

EXCELLENT LEARNERS ARE DETERMINED TO IMPROVE. THEY ARE...

Persistent
Motivated
Engaged
Curious
Responsible
Reflective



I am willing to persist, to struggle and to strive.

ASPIRATIONS

EXCELLENT LEARNERS HAVE A DESTINATION AND A PLAN TO GET THERE. THEY HAVE...

A growth mindset
Ambition
Clear goals
An understanding of how they learn
Transferable knowledge



I believe my abilities can improve with effort.

ALLIANCES

EXCELLENT LEARNERS LEARN TOGETHER. THEY SEEK...

Collaboration
To value others' learning
Opportunities to share learning experiences
Feedback
A culture of honesty, respect and inclusiveness



The true strength in our classroom lies in the collaboration of learners.

MEASUREMENT OF IMPACT

Teachers at Shellharbour Anglican College foster active engagement and measure the engagement of their students through feedback and reflection so that they can effectively build learning environments that promote quality learning. Teachers set clear goals for students and believe every student can achieve the success criteria. Teachers create learning opportunities for students so that their students can develop transferable knowledge and skills. Teachers engage in analysing results to inform learning and celebrate achievement.



SHELLHARBOUR
ANGLICAN COLLEGE

