CARINGBAH HIGH SCHOOL

STAGE 6 SUBJECT SELECTION HANDBOOK

PRELIMINARY 2020
H.S.C. 2021

HSC STUDY REQUIREMENTS AND ASSESSMENT

To qualify for the HSC, students must study a **minimum of 12 units in Preliminary and 10 units in HSC programs.** Both the Preliminary and HSC studies must include:

- **At least 6 units from NESA Developed Courses including at least 2 units of a NESA Developed Course in English**
- **At least three courses of 2 units value or greater**
- **At least four subjects.**

Are There Any Other Restrictions on Study for the HSC?

English is the only compulsory subject. No more than 7 units of Science courses can be counted.

Assessment in the Preliminary and HSC Programs

School developed assessment tasks form an integral part of both the Preliminary and HSC programs. Tasks are designed to measure performance outcomes across a wider range of objectives.

Tasks may include tests, written or oral assignments, practical activities, fieldwork, reports and projects.

Teachers will inform students of the types of assessment tasks, the importance of the tasks in comparison with others, the mark value for each task, when the task will be given and the due date.

Assessment in the Preliminary program assesses the knowledge, skills and understanding expected to be learned by students and their levels of achievement in knowledge, skills and understanding.

How are the marks for the HSC calculated?

The HSC mark received by each student will be a 50:50 combination of external examination and school based assessment marks.

As mentioned above, the internal school-based assessment mark summarises the student's performance in assessment tasks set and marked by the school. This mark will be moderated by NESA using HSC exam results.

The external examination mark is that gained by the student in examinations set and marked by the NSW Education Standards Authority (NESA).

The HSC assesses students against standards of achievement set for each course. Students will benefit from the use of a standards-referenced approach to the HSC as:

- The marks the students gain in a subject will be aligned with descriptions of what they know, understand and can do
- Marks will reflect the standards actually achieved by students rather than just indicating a position in a predetermined distribution
- There will be meaningful and detailed reports with clear descriptions of the different standards of performance
- Students who meet or exceed the minimum standard of performance expected will receive a mark of 50 or more.

RULES AND INFORMATION FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE (HSC)

To be eligible for the award of the HSC you must:

- Satisfactorily complete the pattern of study required by the NSW Education Standards Authority (NESA)
- Complete any prescribed practical, oral or project works required for specific courses
- Complete the assessment requirements for each course
- Follow the course developed or endorsed by NESA
- Apply diligence and sustained effort to the set tasks provided in the course by the school
- Achieve the minimum course outcome
- Sit for, and make a serious attempt at all assessment tasks and examinations**.**

Preliminary and HSC Study

Preliminary studies are undertaken in Year 11 for three terms. The HSC studies which follow, begin in Term 4 of that year and continue until the HSC examinations in October/November of the following year. Satisfactory completion of Preliminary courses is required before commencing the corresponding HSC course level.

How are Specific Courses Organised?

- All courses offered for the HSC have a unit value. One unit equates to approximately 60 hours per year with a mark value of 50. Most courses offered in Preliminary and HSC programs are 2 units, studied for approximately 120 hours per year and have a value of 100 marks
- Extension courses build on the content of a 2 unit course and carry an additional one unit value (50 marks) and mostly commence in Year 12. Extension courses are available in English, Mathematics, History, Music, Science and some Languages
- English and Mathematics extension courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course (Extension 1) in these subjects before proceeding to the HSC extensions (Extension 2). Extension 2 requires students to work beyond Extension 1 standard
- There are a number of 1 unit NESA Endorsed Courses which do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

NSW Education Standards Authority (NESA)

In relation to the Higher School Certificate, NESA is responsible for:

- developing Preliminary and HSC courses
- organising and overseeing the Higher School Certificate examinations and assessments
- calculating and recording Higher School Certificate marks and achievements
- issuing Higher School Certificates and Records of Achievement to students
- giving advice to schools, employers and the public on educational issues and all matters related to the Higher School Certificate.

THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank (formerly University Admissions Index – UAI) is a number between 0.00 and 99.95 with increments of 0.05. It provides a measure of overall academic achievement in the HSC that assists universities in ranking applicants for university selection. Calculation of the ATAR in NSW is the responsibility of the Technical Committee on Scaling on behalf of the NSW Vice-Chancellors' Committee.

While both HSC marks and ATARs are derived from raw examination marks and moderated school assessments, they are calculated separately and are two very different measures of achievement. HSC marks provide a measure of your performance against performance bands while the ATAR ranks students among the student entire age group (ie your rank among all 16 to 20 year olds in NSW who sit for the HSC).

Admission to most university courses is based on the performance in the HSC with applicants ranked on the basis of their ATAR. Please note that some universities have changed their entry requirements and have Mathematics as a prerequisite when studying Science, Technology or Mathematics related degrees. It is important that you consult with the careers advisor, UAC guides and universities if you are unsure if this may affect your post schooling choices.

Rules for the Calculation of the ATAR

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

- the best two units of English and
- the best eight units from the remaining units

Note:

- you must satisfactorily complete English
- you may accumulate courses over a period of no more than five years
- if you repeat a course, only the last satisfactory attempt will be used in the ATAR.

What Types of Courses are Available in the HSC at Caringbah High School?

1. NESA Developed Courses

The NSW Education Standards Authority (NESA) develops these courses and they make up most of the courses on offer at Caringbah High School. All students who study these courses follow a set syllabus, which is examined externally at the end of the HSC and is able to be counted in the calculation of the ATAR.

2. NESA Endorsed Courses

A) Content Endorsed Courses (CEC)

CEC's have syllabi endorsed by the NSW Education Standards Authority (NESA) to cater for areas of special interest not covered in NESA Developed Courses. There is no external HSC examination and they do not count towards the ATAR.

B) School Designed Courses

These courses, designed by individual schools to meet special needs, are approved by the NESA, do not have external examinations and do not count towards the ATAR.

At Caringbah High School

- All students are required to attend each day. It is expected that students arrive at school on time and attend until the end of their school day. Approval must be sought for all absences or variations to attendance
- Students need to be aware that the Principal may determine that, if outcomes are not satisfactorily achieved in one or more courses, then accreditation will not be achieved at Preliminary and Higher School Certificate level
- All students are expected to participate fully and positively in their lessons and co-curricular activities, and to complete all work on time as well as they can.

CHOOSING SUBJECTS

How to choose your subjects

Interest

This is the most important factor. You must choose subjects that interest you most. There is little point in choosing a subject because it is “good for you” if you have no interest in it. Such a decision may ultimately disadvantage you.

Past performance

Choose courses best suited to your ability. Don’t choose courses just because of perceived scaling or because you think they will give you a better ATAR. Seek the advice of your teachers about your capacity to cope with particular subjects.

Future ambitions

Some subjects are a desirable preparation for future courses or careers and a few are “assumed knowledge”. Students should consult the Careers Adviser if they are uncertain about “assumed knowledge” or prerequisites for University courses.

Gather Information

It is wise to carry out as thorough an investigation as you can to determine which courses are the best for you. This includes, but is not limited to:

- Discuss subject choice and tertiary requirements with the Careers Adviser
- Discuss subject content with subject teachers and senior students
- Investigate careers and employment opportunities and appropriate training courses
- Read the UAC Guide, Job Guide
- Talk to employers, students and staff at tertiary institutions
- Discuss your choices with your family
- The more research you do, the more informed your decisions will be.

The Process:

This week students will receive an email with instructions on how to submit their subject choices. Students will be issued with details to access Edval WebChoice, an online web interface linked to the school timetable, to record their preferred subject choices as well as three reserve/back-up subjects.

Students will have until midnight, Friday 26th July to make their preferences. After this date, the Edval system will run an algorithm which will take into account all ordered preferences and will create subject lines that maximise student choice.

Please note that every effort will be made to ensure the students' requests on subject choices will be met. It must be understood, however, that classes cannot be established if demand is insufficient.

Towards the end of the term, students will have the opportunity to experience 'taster lessons', attending classes in subjects they are considering for next year. Students are also welcome to speak to head teachers, teachers, the careers adviser and senior students to help them make informed decisions about which courses to choose for Stage 6.

Once lines have been established, students will be issued with the courses they have been successful in obtaining. There will be opportunities to change courses after this date, or to speak to staff about various patterns of study.

Changes in the Preliminary Courses

In the Preliminary program if a student wishes to change a subject or course they must supply a letter from parents/carers requesting the change to the Deputy Principal within the **first three weeks of Term 1**. Changes can only happen if spaces in relevant classes are available.

Summary of NESA Developed Courses

Courses	No. of Units	Head Teacher
Ancient History	2	Mrs V. Fowler
Biology	2	Ms J. Morgan
Business Studies	2	Mrs D.Northey
Chemistry	2	Ms J. Morgan
Chinese Beginners	2	Mrs K Babington
Design and Technology	2	Mr J. Smytheman
Drama	2	Mrs I. Oakley
Economics	2	Mrs D.Northey
Engineering Studies	2	Mr J. Smytheman
English Advanced	2	Mrs S Hill
English Extension 1	1	Mrs S Hill
HSC English Extension 2	1	Mrs S Hill
Food Technology	2	Mr J. Smytheman
French Continuers	2	Mrs K Babington
Geography	2	Mrs D. Northey
German Continuers	2	Mrs K Babington
HSC History Extension	1	Mrs V Fowler
Investigating Science	2	Ms J.Morgan
Japanese Continuers	2	Mrs K Babington
Legal Studies	2	Mrs D.Northey
Mathematics Standard 2	2	Mr J. Hughes
Mathematics Advanced	2	Mr J. Hughes
Mathematics Extension 1	1	Mr J. Hughes
HSC Mathematics Extension 2	1	Mr J. Hughes
Modern History	2	Mrs V. Fowler
Music Course 1	2	Mrs I. Oakley
Music Course 2	2	Mrs I. Oakley
Personal Development, Health and Physical Education	2	Mrs K. Babington
Physics	2	Ms J. Morgan
HSC Science Extension	1	Ms J Morgan
Society and Culture	2	Mrs V. Fowler
Software Design & Development	2	Mr J. Smytheman
Studies of Religion 1	1	Mrs V. Fowler
Textiles and Design	2	Mr J. Smytheman
Visual Arts	2	Mrs I. Oakley

Summary of NESA Endorsed Courses (non-ATAR)		
Courses	**No. of Units**	**Head Teacher**
Photography	1	Mrs I. Oakley
Sport, Lifestyle and Recreation Studies	1	Mrs K Babington
Visual Design	1	Mrs I. Oakley

NOTE

An additional unit of study can be taken for the HSC year in the following subjects:

English Extension, Mathematics Extension, Continuing Languages, History Extension, provided Modern History and/or Ancient History are also being studied, Music 2 and HSC Science Extension, provided a 2 unit Science course is also studied.

The school-based one unit courses are offered in the Preliminary year only, with the exception of Studies of Religion 1 which is offered as both a Preliminary and an HSC Course and can be included in the ATAR.

At Caringbah High, students are encouraged to select a pattern of NESA Determined Courses and should only select one NESA Endorsed Course in their twelve units of study.

Ancient History

Number of Units: 2 units	**Faculty:** History
Board Developed: Yes	**Cost:** N/A
Exclusions: Nil	

Course Description:

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

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

Preliminary	**HSC**
Content: The Year 11 course comprises three sections. · Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies') - Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies · Features of Ancient Societies (40 indicative hours) - Students study at least two ancient societies. · Historical Investigation (20 indicative hours) Historical concepts and skills are integrated with the studies undertaken in Year 11	**Content:** The Year 12 course comprises four sections. · Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours) · One 'Ancient Societies' topic (30 indicative hours) · One 'Personalities in their Times' topic (30 indicative hours) · One 'Historical Periods' topic (30 indicative hours) Historical concepts and skills are integrated with the studies undertaken in Year 12
Course requirements: Preliminary In the Year 11 course, students undertake at least two case studies. · One case study must be from Egypt, Greece, Rome or Celtic Europe, and · One case study must be from Australia, Asia, the Near East or the Americas	**Course requirements: HSC** The course requires study from at least two of the following areas: · Egypt · Near East · China · Greece · Rome

Biology

Number of Units: 2 units	**Faculty:** Science
Board Developed: Yes	**Cost:** Lab. Fees $15

Exclusions: Nil

This course may be studied as a stand-alone course or in combination with any other science course(s) to a maximum of seven units. Students studying Biology may elect to study Science Extension in Year 12.

Course Description:

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

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

Preliminary	**HSC**
Course content:	**Course content:**
The Year 11 course consists of four modules.	The Year 12 course consists of four modules.
Module 1 Cells as the Basis of Life	**Module 5** Heredity
Module 2 Organisation of Living Things	**Module 6** Genetic Change
Module 3 Biological Diversity	**Module 7** Infectious Disease
Module 4 Ecosystem Dynamics	**Module 8** Non-infectious Disease and Disorders

Course requirements:

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

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

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

Business Studies

Number of Units: 2 units	**Faculty:** Social Sciences
Board Developed: Yes	**Cost:** N/A
Exclusions: Nil	

Course Description:
Business Studies involves people and is never fixed or static. Business and the business environment are always changing, new laws, new techniques and the impact of international events.

Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business and management in contexts which students will encounter in life. It offers focus areas ranging from planning of a small business to the broader roles of management, finance, employment relations, marketing and the impact of the global business environment. Through the incorporation of contemporary business theories and practices the course provides an excellent foundation for students either in further tertiary study or in future employment.

Business case studies are embedded in the course to provide a stimulating and relevant framework for students to apply theoretical concepts encountered in the business environment. Students investigate business establishment and operations and utilise a range of business information to assess and evaluate business performance. The role of incentive, personal motivation and entrepreneurship, especially in small business, is recognised as a powerful influence in business success.

Students are provided with the opportunity to bridge the gap between school and work and to develop a range of business-related skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance students' confidence and ability to participate effectively, not only as members of the business world, but as informed citizens dealing with issues emanating from business activity that impact on their lives.

Preliminary	**HSC**
Course Description: • Nature of Business • Business Management • Business Planning	**Course Description:** • Operations • Marketing • Finance • Human Resources

The Business Studies course is valuable for all students entering tertiary studies or business directly as well as those who wish to gain a general business education that will assist them in later employment or life after school.

Chemistry

Number of Units: 2 units	**Faculty:** Science
Board Developed: Yes	**Cost:** Lab fee $15
Exclusions: Nil	

This course may be studied as a stand-alone course or in combination with any other science course(s) to a maximum of seven units. Students studying Chemistry may elect to study Science Extension in Year 12.

Course Description:

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

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

Preliminary	**HSC**
Course content: The Year 11 course consists of four modules. **Module 1** Properties and Structure of Matter **Module 2** Introduction to Quantitative Chemistry **Module 3** Reactive Chemistry **Module 4** Drivers of Reactions	**Course content:** The Year 12 course consists of four modules. **Module 5** Equilibrium and Acid Reactions **Module 6** Acid/base Reactions **Module 7** Organic Chemistry **Module 8** Applying Chemical Ideas

Course requirements:

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

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

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Chinese Beginners

Number of Units: 2 units	**Faculty:** LOTE
Board Developed: Yes	**Exclusions:** Chinese Continuers; Chinese Extension; Chinese In Context; Chinese and Literature
Pre requisites: Students are learning the language as a second (or subsequent) language. Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language for 100 hours or less in Stage 4 or Stage 5.	**Cost:** $40 each year for registration in Language Perfect.

Course Description:

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

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

Main topics covered:

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

Particular Course Requirements: Nil

Design and Technology

Number of Units: 2 units	**Faculty:** TAS
Board Developed: Yes	**Exclusions:** Nil

Cost: A contribution is required to cover a basic range of consumables. Students may need to purchase other materials or equipment externally or through the school depending on individual project requirements.

Course Description:

The study of Design & Technology is for students who are creative problem solvers interested in emerging innovations, and develops an understanding of the design process and how it can be used to generate creative solutions to design problems. Students develop and apply skills of time and resource management, problem solving and researching, and use of communication and presentation techniques to create successful solutions. The experiences and skills from design and technology allow students to consider a wide range of careers involving design and production such as Architecture, Interior design and product design.

Preliminary course
The nature of the preliminary course is to make the students comfortable with the design process. We undertake several projects in different material contexts and develop skills in creative thinking, project management and research. An understanding is developed about the factors influencing design decision-making. The wider world of product design and commercialisation provide the model for our projects, and as examples of designing to meet a need. All students are introduced to communicating their design with a folio for each project.

HSC course
Students are given the opportunity to develop a Major Design Project based on interests or a need, selecting from a range of design areas using a range of design processes and materials. This Major Project and project folio must be developed over the period of the HSC course and be submitted for external marking by BOS markers and constitutes 60% of the HSC mark. Most students access resources both inside and outside the school, often calling on industry experts.

The HSC course also looks at successful innovation and at trends influencing design such as intellectual property, environmental and social impacts and at emerging technologies.

Preliminary	**HSC**
Main Topics Covered: 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, marketing and research.	**Main Topics Covered:** 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 three key areas: • project proposal and project management, • project development and realisation, and • project evaluation.

Particular Course Requirements

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.

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.

Drama

Number of Units: 2 units	**Faculty:** CAPA
Board Developed: Yes	**Cost:** $20 per year Students will also be expected to attend theatre performances, at their own cost, as they are available throughout the course. These performances may be in school hours or during the evening. Students are to have a set of rehearsal blacks (t-shirt/trousers) for performances.

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.

Preliminary	**HSC**
Course Description: Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences. Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.	**Course Description:** 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. Learning comes from practical experiences in each of these areas. The **Group Performance** (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis **or** Design **or** Performance **or** Script- writing **or** Video Drama. Main Topics include: · Australian Drama and Theatre (Core content) · Studies in Drama and Theatre · Group Performance (Core content) · Individual Project.

Particular Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.

In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years.

Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Students selecting Drama are required to keep a log book of the development of each of the components Group Performance and Individual Project.

Economics

Number of Units: 2 units	**Faculty:** Social Sciences
Board Developed: Yes	**Cost:** N/A

Exclusions: Nil

Course Description:

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

Preliminary	**HSC**
• Introduction to Economics • Consumers and Business • Markets • Labour Markets • Financial Markets • Government and the Economy	• The Global Economy • Australia's Place in the Global Economy • Economic Issues • Economic Policies and Management

Context for the Study of Economics

A key feature of this syllabus is its '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.

The key issues are:
- economic growth and quality of life
- unemployment
- inflation
- external stability of an economy
- distribution of income
- sustainable management of the environment

The focus of the preliminary course is on the practical problems and issues that affect individuals, firms and governments. In the HSC course, the economic problems and issues are studied in relation to national economic policy and the process of globalisation. Students will benefit from the study of Economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, tourism, history, geography or environmental studies.

If selected as a course at university, Economics can lead to careers in the share, finance, or commodities markets; business; economics forecasting; banking; insurance; tourism;
resource management; property development and management; government; environmental management; town planning; foreign affairs or economic policy development.

The study of Economics allows students to develop knowledge and understanding, skills, attitudes and values using subject matter and methodology that suit their interests. The course benefits students when they pursue tertiary studies, employment and active participation as citizens.

Engineering Studies

Number of Units: 2 units	**Faculty:** TAS
Board Developed: Yes	**Exclusions:** Nil

Cost: A contribution is required to cover the cost of consumables.

Course Description:
Engineering Studies offers students the opportunity to study the many aspects of engineering in a broad range of areas. These areas include engineering mechanics / hydraulics, engineering materials, engineering electronics, drawing and communication and the scope of the profession. Students are encouraged to solve engineering problems through collaboration, research and the meaningful application of engineering principles.

The course is based on the study of realistic engineering situations. It is a module based course where products and systems are studied separately with students applying engineering principles to solve real problems, finishing in the production of an engineering report. Practical application and theory are integrated into this course, including computer added drawing, modelling and 3D printing.

Study of these modules will be based on actual products and systems and will involve practical application of engineering knowledge and experimentation designed to complement the engineering knowledge.
Excursions are planned for students such as:

- University of Technology Sydney materials testing laboratories
- Bridge tour of Sydney's iconic bridges, including the Sydney Harbour bridge
- The Powerhouse personal and public transport museum
- University of NSW engineering open day
- HARS Aircraft Restoration Museum

Preliminary	**HSC**
Main Topics Covered: Students undertake study in the following modules of engineering: • Engineering fundamentals • Engineered products • Mechanical Engineering systems • Biomedical engineering	**Main Topics Covered:** Students undertake study in the following modules of engineering: • Civil structures • Personal and public transport • Aeronautical engineering • Telecommunications engineering

Specific requirements:
Students develop an engineering report in both the Preliminary and HSC.

English Advanced

Number of Units: 2 units	**Faculty:** English
Board Developed: Yes	**Cost:** N/A

Exclusions: English Standard

Course Description:

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 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 prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.

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

Preliminary	**HSC**
The course has two sections: • Content common to the English Standard and English Advanced courses undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study. • Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.	The course has two sections: • The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, HSC Advanced and HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. • Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.
Specific requirements: Preliminary Students are required to study: · a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts · a wide range of additional related texts and textual forms.	**Specific requirements: HSC** Students are required to study: · at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry **or** drama. The remaining text may be film **or** media **or** a nonfiction text **<u>or</u>** may be selected from one of the categories already used · at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing* · at least one related text in the *Common module: Texts and Human Experiences*.

Course Requirements

Across the English Advanced Stage 6 course students are required to study:

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

Please note:

Only Advanced English is offered for the 2 unit course at Caringbah High School as this course is more suitable for our students and their needs than the Standard course.

English Extension 1

Number of Units: 1 unit	**Faculty:** English
Board Developed: Yes	**Cost:** N/A
Exclusions: English Standard; English Studies; English EAL/D.	**Prerequisites**: (a) English Advanced (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12 (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

Course Description:

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

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

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

Preliminary	**HSC**
Content: The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.	**Content:** English Extension 1 course – The course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study: · Literary homelands · Worlds of upheaval · Reimagined worlds · Literary mindscapes · Intersecting worlds
Specific requirements: Preliminary Students are required to: · examine a key text from the past and its manifestations in one or more recent cultures · explore, analyse and critically evaluate different examples of such texts in a range of contexts and media · undertake a related research project.	**Specific requirements: HSC** In the English Extension 1 course students are required to study: · at least **three** prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document) · at least TWO related texts.

Course Requirements

Across Stage 6 the selection of texts should give students experience of the following as appropriate:

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

HSC English Extension 2

Number of Units: 1 unit	**Faculty:** English
Board Developed: Yes	**Cost:** N/A

Exclusions: English (Standard); Fundamentals of English; English (ESL)

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 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

The course requires students to complete a Major Work.

Particular Course Requirements

HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection

Food Technology

Number of Units: 2 units	**Number of Units:** 2 units
Board Developed: Yes	**Board Developed:** Yes

Cost: A contribution is required for materials and consumables. All food for practical classes is purchased by the school.

Course Description:

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

Opportunities exist for students to develop skills relating to food that are relevant and transferable to other settings. Students also develop the capability to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations. This course offers a range of practical experiences that reinforce many of the theoretical principles. These may include excursions and experiences such as bread making workshops, the Royal Agricultural Easter Show, food demonstrations, food preparation techniques used in the hospitality industry, visiting experts, specialty restaurants, and test kitchens. Guest speakers may include food stylists, food technologists, chefs, dieticians and nutritionists.

Preliminary	**HSC**
Main Topics Covered: • Food Availability and Selection • Food Quality • Nutrition	**Main Topics Covered:** • The Australian Food Industry • Food Manufacture • Food Product Development • Contemporary Nutrition Issues

Particular Course Requirements

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

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

French Continuers

Number of Units: 2 units	**Faculty:** LOTE
Board Developed: Yes	**Exclusions:** French Beginners
Prerequisites: 200 – 400 hours study of the language, or equivalent, is assumed.	**Cost:** $40 each year for registration in Language Perfect.

Course Description:

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

Prescribed Themes	**Mandatory Topics**
The individual	Personal identity Relationships School life and aspirations Leisure and interests
The French-speaking communities	Daily life/lifestyles Arts and entertainment
The changing world	Travel and tourism The world of work Current issues The young people's world

Particular Course Requirements: Nil

Geography

Number of Units: 2 units	**Faculty:** Social Sciences
Board Developed: Yes	**Cost:** N/A
Exclusions: Nil	

Course Description:

Geography is an investigation of the world that provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world.

Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world. Students will be able to critically evaluate changes in environments through fieldwork which includes a lifetime experience to the Great Barrier Reef, geographic skills and an examination of contemporary issues.

Studies in both physical and human geography provide an important information base on which students investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society.

Geography is a lifelong interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied. Studying Geography Stage 6 prepares students for post-school studies and future employment and for active participation as informed citizens.

Preliminary	**HSC**
Content: • Biophysical studies • Global challenges • The Senior Geography Project	**Content:** • Ecosystems at Risk • Urban Places • People and Economic Activity

Particular Course Requirements:

Students complete a senior geography project (SGP) in the Preliminary course and will undertake a minimum of 10 hours of engaging fieldwork in both the Preliminary and HSC courses that provide hands on experience of the course content. This fieldwork includes coastal studies, wetlands, dairy farm visit and the opportunity to study coral reefs on the Great Barrier Reef.

German Continuers

Number of Units: 2 units	**Faculty:** LOTE
Board Developed: Yes	**Cost:** $40 each year for Language Perfect registration.
Exclusions: German Beginners	**Prerequisites:** 200-400 hours study of the language or equivalent knowledge is assumed.

Course Description:

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

Prescribed Themes	Mandatory Topics
The individual	Personal identity Education and aspirations Leisure and lifestyles
The German-speaking communities	People and places Past and present Arts and entertainment
The changing world	The world of work Youth issues Tourism and hospitality

Particular Course Requirements: Nil

HSC History Extension

Number of Units: 1 unit	**Faculty:** History
Board Developed: Yes	**Cost:** Nil.

Exclusions: Year 12 course only

Course Description:

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

HSC Content

The course comprises two sections.

Constructing History (Minimum 40 indicative hours)

Key Questions

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

Case Studies

Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions

e.g. Elizabeth I: constructions of Elizabeth's identities and gender; political and administrative leadership; religious beliefs and policies.

History Project (Maximum 20 indicative hours)

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

They will be required to complete:

- a proposal
- keep a journal
- complete annotated bibliography
- a 2500 word essay.

Particular Course Requirements:

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

Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

Investigating Science

Number of Units: 2 units	**Faculty:** Science
Board Developed: Yes	**Exclusions:** Nil

Costs: Lab fee $15

The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

Course Description:

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.

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.

Preliminary	**HSC**
Content The Year 11 course consists of four modules. **Module 1** Cause and Effect – Observing **Module 2** Cause and Effect – Inferences and Generalisations **Module 3** Scientific Models **Module 4** Theories and Laws	**Content** The Year 12 course consists of four modules. **Module 5** Scientific Investigations **Module 6** Technologies **Module 7** Fact or Fallacy? **Module 8** Science and Society

Course Requirements

Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

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

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Japanese Continuers

Number of Units: 2 units	**Faculty:** LOTE
Board Developed: Yes	**Cost:** $40 each year for Language Perfect registration; $60 Wakatta text book
Exclusions: Japanese Beginners; Japanese in Context; Japanese and Literature.	**Prerequisites:** 200-400 hours study of the language or equivalent knowledge is assumed.

Course Description:

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

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

Particular Course Requirements: Nil

Legal Studies

Number of Units: 2 units	**Faculty:** Social Sciences
Board Developed: Yes	**Cost:** N/A
Exclusions: Nil	

Course Description:

Legal Studies develops the students' knowledge, understanding and skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as citizens at the local, national and international level. The subject offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes.

Legal Studies further fosters respect for cultural diversity and promotes tolerance. It allows students to question and evaluate legal institutional structures in the domestic and international environment and to undertake a comparative analysis of other political and institutional structures. Legal Studies has a significant impact on students' confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures.

Legal Studies is designed to foster intellectual, social and moral development by empowering students to think critically on the role of law and legal institutions in society. This is achieved through a review of selected legal rules, institutions and processes at the domestic and international level, a demystification of terminology and a focus on change, effectiveness, dispute resolution and justice. The Legal Studies stage 6 course also provides learning that prepares students for further education and training, employment and full and active participation as citizens in Australia and in the global society.

Through Legal Studies, students will develop knowledge and understanding about:

- the nature and institutions of domestic and international law
- the operation of Australian and international legal systems and the significance of the rule of law
- the interrelationship between law, justice and society and the changing nature of the law

Students will develop skills in:

- investigating, analysing and communication relevant legal information and issues from a variety of perspectives
- Students will develop an interest in, and informed and responsible values and attitudes in regard to legal functions, practices and institutions
- Students will also visit the courts and gain insight into real world cases.

Preliminary	**HSC**
Content ▪ The Legal System ▪ The Individual and the Law ▪ Law in Practice	**Content** • Crime • Human Rights • Options

Two options are chosen from Consumers, Global Environment Protection, Family, Indigenous Peoples, Shelter, Workplace and World Order.

Mathematics Standard 2

Number of Units: 2 units	**Faculty:** Mathematics
Board Developed: Yes	**Cost:** N/A

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

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

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

Course Description:

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

- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities.

The study of Mathematics Standard 2 in Stage 6:

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

Preliminary	**HSC**

The Mathematics Standard Year 11 course comprises of four topics divided into subtopics. The Mathematics Standard 2 Year 12 course content includes the same four topics and the additional topic of Networks. The topics and subtopics are:

Topic: Algebra · Formulae and Equations · Linear Relationships **Topic: Measurement** · Applications of Measurement · Working with Time **Topic: Financial Mathematics** · Money Matters **Topic: Statistical Analysis** · Data Analysis · Relative Frequency and Probability	**Topic: Algebra** · Types of Relationships **Topic: Measurement** · Non-right-angled Trigonometry · Rates and Ratios **Topic: Financial Mathematics** · Investments and Loans · Annuities **Topic: Statistical Analysis** · Bivariate Data Analysis · The Normal Distribution **Topic: Networks** · Network Concepts · Critical Path Analysis

Mathematics Advanced

Number of Units: 2 units	**Faculty:** Mathematics
Board Developed: Yes	**Cost:** N/A

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

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

- Algebraic technique
- Surds and indices
- Equation
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis and at least some of the content from the following sub strands of Stage 5.3:
- Properties of Geometrical Shapes
- Non-linear relationships

Course Description:

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

The study of Mathematics Advanced in Stage 6:

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

Content

The Mathematics Advanced Year 11 course content is comprised of five topics, with the topics divided into subtopics. The Mathematics Advanced Year 12 course content includes four of the same topics and the topic of Financial Mathematics in place of the topic of Exponential and Logarithmic Functions. The topics and subtopics are:

Preliminary	**HSC**
Topic: Functions · Working with Functions **Topic: Trigonometric Functions** · Trigonometry and Measure of Angles · Trigonometric Functions and Identities **Topic: Calculus** · Introduction to Differentiation **Topic: Exponential and Logarithmic Functions** · Logarithms and Exponentials **Topic: Statistical Analysis** · Probability, Discrete Probability Distributions	**Topic: Functions** · Graphing Techniques **Topic: Trigonometric Functions** · Trigonometric Functions and Graphs **Topic: Calculus** · Differential Calculus · The Second Derivative · Integral Calculus **Topic: Financial Mathematics** · Modelling Financial Situations **Topic: Statistical Analysis** · Descriptive Statistics, Bivariate Data Analysis and Random Variables

Mathematics Extension 1

Number of Units: 1 unit	**Faculty:** Mathematics
Board Developed: Yes	**Board Developed:** Yes

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

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

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

Course Description:

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

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

Content

The Mathematics Extension 1 Year 11 course content is comprised of four topics, with the topics divided into subtopics. The Mathematics Extension 1 Year 12 course content includes the topics trigonometric functions and calculus continued from Year 11 and introduces three different topics. The topics and subtopics are:

Preliminary	**HSC**
Topic: Functions · Further Work with Functions · Polynomials **Topic: Trigonometric Functions** · Inverse Trigonometric Functions · Further Trigonometric **Identities Topic: Calculus** · Rates of Change **Topic: Combinatorics** ▪ Working with Combinatorics	**Topic: Proof** · Proof by Mathematical Induction **Topic: Vectors** · Introduction to Vectors **Topic: Trigonometric Functions** · Trigonometric Equations **Topic: Calculus** · Further Calculus Skills · Applications of Calculus **Topic: Statistical Analysis** · The Binomial Distribution

HSC Mathematics Extension 2 (Year 12 only)

Number of Units: 1 unit	**Faculty:** Mathematics
Board Developed: Yes	**Cost:** N/A

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

Prerequisites:

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

Course Description:

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

The study of Mathematics Extension 2 in Stage 6:

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

Content

The Mathematics Extension 2 course is comprised of five topics, with the topics divided into subtopics. The topics and subtopics are:

Topic: **Proof**
- The Nature of Proof
- Further Proof by Mathematical Induction

Topic: **Vectors**
- Further Work with Vectors

Topic: Complex Numbers
- Introduction to Complex Numbers
- Using Complex Numbers

Topic: **Calculus**
- Further Integration

Topic: **Mechanics**
- Applications of Calculus to Mechanics

Modern History

Number of Units: 2 units	**Faculty:** History
Board Developed: Yes	**Cost: N/A**
Exclusions: Nil	

Course Description:

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

Preliminary	**HSC**
Content: The Year 11 course comprises: · Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies') · Students undertake at least one option from 'The Nature of Modern History', and at least two case studies. · Historical Investigation (20 indicative hours) · The Shaping of the Modern World (40 indicative hours) At least one study from 'The Shaping of the Modern World' is to be undertaken. Historical concepts and skills are integrated with the studies undertaken in Year 11.	**Content:** The Year 12 course comprises: · Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours) · One 'National Studies' topic (30 indicative hours) · One 'Peace and Conflict' topic (30 indicative hours) · One 'Change in the Modern World' topic (30 indicative hours) Historical concepts and skills are integrated with the studies undertaken in Year 12.
Specific requirements: Preliminary In the Year 11 course, students undertake at least two case studies. · One case study must be from Europe, North America or Australia, and · One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.	**Specific requirements: HSC** Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.

Music 1

Number of Units: 2 units	**Faculty:** CAPA
Board Developed: Yes	**Cost:** $40

Exclusions: Music 2 and Music Extension; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

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

Particular HSC 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.

Music 2

Number of Units: 2 units	**Faculty:** CAPA
Board Developed: Yes	**Cost:** $40

Exclusions: Music 1; Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Preliminary	**HSC**
Course Description: In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. 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. While the course builds on the Stages 4 and 5 Music course, it also caters for students with less experience in Music.	**Course Description:** In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. 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).

Particular 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.

Personal Development Health and Physical Education

Number of Units: 2 units	**Faculty:** PDHPE
Board Developed: Yes	**Cost:** $15 in Year 11 $25 in Year 12 (inc Edrolo registration)
Exclusions: Nil	

Course Description:

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

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. These include 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.

Preliminary	**HSC**
Core Topics (60%) ▪ Better Health for Individuals ▪ The Body in Motion **Optional Component (40%)** Students select **two** of the following options: · First Aid · Composition and Performance · Fitness Choices · Outdoor Recreation	**Core Topics (60%)** ▪ Health Priorities in Australia ▪ Factors Affecting Performance **Optional Component (40%)** Students select two of the following options: · The Health of Young People · Sport and Physical Activity in Australian Society · Sports Medicine · Improving Performance · Equity and Health

Particular Course Requirements

In addition to core studies, students select **two** options in each of the Preliminary and HSC courses.

Physics

Number of Units: 2 units	**Faculty:** Science
Board Developed: Yes	**Exclusions:** Nil

Cost: Lab fee $15

This course may be studied as a stand-alone course or in combination with any other science course(s) to a maximum of seven units. Students studying Physics may elect to study Science Extension in Year 12.

Course Description:

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

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

Preliminary	**HSC**
Content	**Content**
The Year 11 course consists of four modules.	The Year 12 course consists of four modules.
Module 1 Kinematics	**Module 5** Advanced Mechanics
Module 2 Dynamics	**Module 6** Electromagnetism
Module 3 Waves and Thermodynamics	**Module 7** The Nature of Light
Module 4 Electricity and Magnetism	**Module 8** From the Universe to the Atom

Course Requirements

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

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

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

HSC Science Extension

Number of Units: 1 unit	**Faculty:** Science
Board Developed: Yes	**Cost:** Lab fees $8

Exclusions: Nil

Students who have achieved excellent results in any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

Course Description:

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

Year 12 Content

The Year 12 course consists of four modules:

Module 1 The Foundations of Scientific Thinking

Module 2 The Scientific Research Proposal

Module 3 The Data, Evidence and Decisions

Module 4 The Scientific Research Report

Year 12 Course Requirements

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

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio. This report will be submitted to NESA for analysis during the HSC exam.

This course is highly demanding and academically rigorous and was developed by the NESA for the highest performing science students. To achieve success, substantial time and effort will need to be committed outside of class time for the duration of the course. This course requires highly developed skills in working independently, managing time effectively and goal setting, and necessitates sustained personal motivation.

Course Entry Requirements

Students must apply for entry to this course via a formal expression of interest which will contain a brief outline of their proposed scientific research. Students must achieve a minimum of 80% in the relevant 2 unit Science course for entry to the course.

Society and Culture

Number of Units: 2 units	**Faculty:** History
Board Developed: Yes	**Cost:** N/A
Exclusions: Nil	

Course Description:

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

Preliminary

Content

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

HSC

Content

Core

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

Depth Studies

Two to be chosen from:

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

Particular Course Requirements

Completion of Personal Interest Project.

Software Design and Development

Number of Units: 2 units	**Faculty:** TAS
Board Developed: Yes	**Exclusions:** Nil

Cost: A contribution is required for materials and consumables.

Course Description:
The **Preliminary course** introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The **HSC course** builds on the Preliminary course and asks students to develop and document software application. Through this they will learn to solve a number of interesting and relevant software problems.

Students will design and develop projects using application software. These projects may include:

- Group Project Website Design – small business solutions
- Workshops Visual Basic Programming Tutorials
- Workshop Projects including online interactive games
- Mobile phone/tablet App development
- Individual project – Strategy game

Preliminary	**HSC**
Main Topics Covered: • Concepts and Issues in the Design and Development of Software • An Introduction to Software Development • Developing software solutions through projects and practical activities	**Main Topics Covered:** • Development and Impact of Software Solutions: social and ethical issues • Software Development Cycle • Developing a Solution through projects • Programming paradigms or • Relationship between software and hardware

Particular Course Requirements

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

It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.

Studies of Religion 1

Number of Units: 1 unit	**Faculty:** History
Board Developed: Yes	**Cost:** N/A
Exclusions: Studies of Religion II	

Course Description:

Studies of Religion 1 promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Preliminary	**HSC**
Content • The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life. Two Religious Traditions Studies from: • Buddhism, Christianity, Hinduism, Islam, Judaism • Origins • Principle beliefs • Sacred texts and writings • Core ethical teachings • Personal devotion/expression of faith/ observance.	**Content** • 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. Two Religious Tradition Depth Studies from: • Buddhism, Christianity, Hinduism, Islam, Judaism • Significant people and ideas • Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics • Significant practices in the life of adherents.

Textiles and Design

Number of Units: 2 units	**Faculty:** TAS
Board Developed: Yes	**Exclusions:** Nil

Cost: A contribution is required for materials and consumables.

Course Description:
The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work. Students will have the opportunity to be involved in fashion drawing workshops, attend trade fairs, fashion parades and enter design competitions.

Practical experiences are integrated throughout the content areas and experimental work and project work may include:

- Apparel - Garments of your own design or commercial patterns for people of any age.
- Non apparel - Bags, hats or accessories
- Furnishing - Decorative and or functional items for the home e.g. wall hangers, cushions.
- Costume - Used for performances in music and drama, or fancy dress
- Textile Arts - Wall hanger, pictures, flags etc to be appreciated for their beauty rather than their usefulness.

The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

Preliminary	**HSC**
Preliminary Course includes: • Design • Properties and Performance of Textiles • The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI)	HSC Course includes: • Design • Properties and Performance of Textiles • The Australian Textiles, Clothing, Footwear and Allied Industries • Major Textiles Project

Particular Course Requirements
In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, as either experimental work and/or project work. In the HSC course, the major textiles project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design.

Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.

Visual Arts

Number of Units: 2 units	**Faculty:** CAPA
Board Developed: Yes	**Cost:** $60 (students may exceed this amount depending on their body of work)

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.

Preliminary

Content

Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

Preliminary Course learning opportunities focus on:

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

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

Specific requirements: Preliminary

- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

HSC

Content

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.

HSC Course learning opportunities focus on:

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

Specific requirements: HSC

- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hrs each)
- deeper and more complex investigations in art making, art criticism and art history.

Photography

Number of Units: 1 unit for the Preliminary Course only	**Faculty:** CAPA
Board Developed: No **(**Board Endorsed Course)	**Cost:** $65

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

Course Description:

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

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

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

Preliminary content

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

- Wet Photography
- Video
- Digital Imaging

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts

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

Particular Course requirements

Students are required to keep a diary throughout the course.

Sport, Lifestyle and Recreation Studies

Number of Units: 1 unit for the Preliminary Course only	**Faculty:** PDHPE
Board Developed: No (Board Endorsed Course)	**Cost:** N/A

Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Course Description:

Students will learn about the importance of a healthy and active lifestyle.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- the capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through a range of optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.

Visual Design

Number of Units: 1 unit for the Preliminary Course only	**Faculty:** CAPA
Board Developed: No (Board Endorsed Course)	**Cost:** $50

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

Course Description:

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

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

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

Main Topics Covered

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

- graphic design
- wearable design
- product design
- interior/exterior design.

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

Particular Course Requirements

Students are required to keep a diary throughout the course.