



# Stage 6

## Subject Selection Handbook



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# Introduction

The commencement of Stage 6 is an exciting time for all students. They are offered new choices in terms of the curriculum which require wise and appropriate decisions for future patterns of study. This is an opportunity for current Year 10 students to make a choice about which subjects they would like to study for the Higher School Certificate.

During the selection process, students take on increasingly adult responsibilities with a sense of independence, self-discipline and direction. This is necessary for their success as the academic and social leaders of the College in Years 11 and 12.

Year 10 students, with the guidance of parents and teachers, will need to make important decisions in regards to their subject choices for HSC. As students begin to consider the choices ahead it is essential to contemplate the following:

- Subject strength
- Subject enjoyment and interest
  - Future goals
  - Intention to attend university or other institution
- Commitment necessary to complete the Preliminary course for HSC eligibility
- Ability to meet course requirements of each subject selected

While certain students will consider subject selection in terms of post-schooling education options, there are a number of students who will seek the attainment of the Higher School Certificate as a Vocational Credential. Whereas in previous years the Higher School Certificate has given greater emphasis to those students pursuing tertiary entrance, reforms have included courses that provide greater opportunities for those students who will use the HSC as a credential for entry into the workforce.

With an extensive range of subject choices available, students and parents should carefully consider the information contained in this booklet to help inform their decision. Students are encouraged to seek advice from teachers and use the information from their reports to assist.

We cannot guarantee that all subjects will actually run, as this is dependent on sufficient student numbers and class sizes. Students will be asked to complete Elective Subject Selections online, to be submitted by the **9th May, 2024**.

We would like to take this opportunity to wish each student well for their studies in Stage 6 and expect each student to commit themselves to their studies and maintain dedicated effort in the curriculum pattern they choose for their future success..

**NB: that the best result, the highest ATAR and the most satisfaction will be found by selecting subjects in which there is the greatest aptitude, interest and ability.**

# Information about the HSC

## An Overview

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.

Courses are intended to be linked to further education and training.

Extension courses enable students to undertake more in-depth study in areas of special interest. Vocational Education and Training courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.

The HSC fairly assesses each student's knowledge and skills.

For each course you will receive easy-to-understand reports that contain a range of information. These reports provide clear indications of what you have achieved, understood and can do in each course.

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units.

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

The following is a guideline to help you understand the pattern of courses.

## 2 UNIT COURSES

This is the basic structure for all courses. It has a value of 100 marks.

2 units equals approximately, 4 hours - (120 hours per year=100 marks)

## 1 UNIT COURSES

1 unit equals approximately 2 hours of class time each week or 60 hours per year.

Studies of Religion can be undertaken as either a 1 unit or a 2 unit course.

## EXTENSION COURSES

Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit, requiring students to work beyond the standard of the 2 unit course. Extension courses are available in English, Mathematics, History, Music, some Languages and VET.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course. HSC History Extension is offered and examined in Year 12 only.

# Requirements for the HSC

## If you wish to be awarded the HSC: NESA (NSW Education Standards Authority)

You must have satisfactorily completed courses that meet the pattern of study required for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the Assessment requirements for each course.

You must have sat for and made a serious attempt at the Higher School Certificate examinations.

The NESA publication, can be found at <http://www.boardofstudies.nsw.edu.au/>  
– *An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.

### Preliminary Course

- Minimum of 12 Units must be studied

### HSC Course (Year 12)

- Minimum of 10 Units must be studied.
- Students must **satisfactorily complete** the Preliminary Course before they are eligible to commence the corresponding HSC Course.
- If you wish to receive the ATAR, you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, *University Entry Requirements 2015 Year 10 Booklet*, published by UAC, will contain important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

### Both the Preliminary and the HSC courses must include:

- At least six (6) units from Board Developed Courses including at least 2 units of a Board Developed Course in English
- At least three (3) courses of 2 units value or greater
- At least four (4) subjects (including English)
- At most six (6) units of courses in Science can count towards Higher School Certificate eligibility

### Course completion criteria

To complete satisfactorily a Preliminary or HSC course a student must have:

- followed the course developed or endorsed by the Board
- applied himself/herself with diligence and sustained effort to set tasks and experiences in the course
- achieved some or all of the course outcomes

# What Type of Courses Can I Select?

There are different types of courses that students can select in the Preliminary and HSC years.

## **1) Board Developed Courses**

These courses are developed by NESA. There are syllabus and support documents for each course which contain:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- descriptions of the performance bands

All students entered for the HSC who are studying these courses follow the Board syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the ATAR.

## **2) Content Endorsed Courses**

Content Endorsed Courses have syllabuses endorsed by the NSW Education Standards Authority to cater for areas of special interest not covered in the Board Developed Courses. Content Endorsed Courses may be selected from external options as part of the Preliminary HSC Academic Program but this will require approval from the Director of Academic Programs. There are no external examinations for Content Endorsed Courses but these courses do count towards the Higher School Certificate and appear on the Student Record of Achievement.

## **3) TAFE delivered Vocational Education and Training (TVET) courses**

There are VET courses, both Board Developed and Content Endorsed that are delivered through TAFE. Many of these courses have no external examination and do not contribute to the ATAR. TVET courses are dual accredited, giving both HSC and AQF qualifications and advanced standing for further study at TAFE.

Fees for the TVET courses are met by the student, not the College. This is currently \$500 per course but may exceed this cost. TVET courses are undertaken at the discretion of the Principal.

## **4) Life Skills Courses**

Post – compulsory years of schooling should cater for all students who choose to participate. To meet this commitment, the Board of Studies NSW has developed Life Skills courses for Stage 6 in each broad area of learning. These courses have Board Developed status and can be used along with other Board Developed courses to meet requirements for the award of the Higher School Certificate.

Each Life Skills course comprises a 2–Unit Preliminary course and a 2–Unit HSC course. There will not be an external examination for Life Skills courses.



# Assessment & Reporting

The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject. The documentation provided by NESA in the syllabuses, Assessment and Examination and the Performance Descriptors, give a clear idea of the standards that are expected. They are linked to syllabus outcomes identified by NESA.

Both the Assessment tasks conducted at the College and the Higher School Certificate Examination will match your performance to a set of standards expected. The Higher School Certificate focuses on what a student knows and can do (*standards referencing*) and provides a mark accordingly.

Bellfield College will provide students with a brief description of Assessment Tasks for the Preliminary Course and the Higher School Certificate outlining the outcomes to be assessed and the components being assessed for each task.

Information regarding Assessment will be published in the College's Assessment Handbook. These booklets will be an outline of procedures and the requirements of students. Each student will receive an Assessment Schedule that should be used as a guide for the planning of Assessments. This schedule outlines the timing of each task. **Due to the dynamic nature of schools this schedule may be subject to change.**

## Elective Levies

Visual Arts \$220.00 (may be subject to change)

This covers:

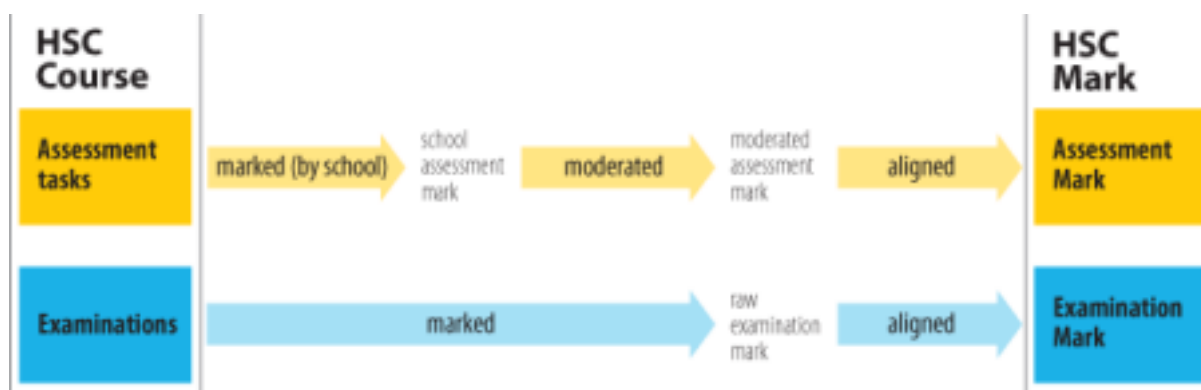
- art packs
- assessment resources
- associated excursion

# How is the HSC Assessed?

The syllabus in each subject provides a performance scale that will be used to describe a student's level of achievement and give a clear idea of the standards that are expected.

School-based assessment tasks will contribute 50% towards a student's HSC mark. This school assessment mark will be based on the student's performance in assessment tasks that will be undertaken during the course.

The other 50% of the HSC mark will come from the HSC examination.



## How is the HSC reported?

NESA HSC reports will provide a detailed description of the knowledge, skills and understanding the student has attained in each subject.

The HSC mark for each 2 unit course will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If the student achieves the minimum standard expected in a course they will receive a mark of 50.

There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 (Band 6) will correspond to the highest level of achievement.

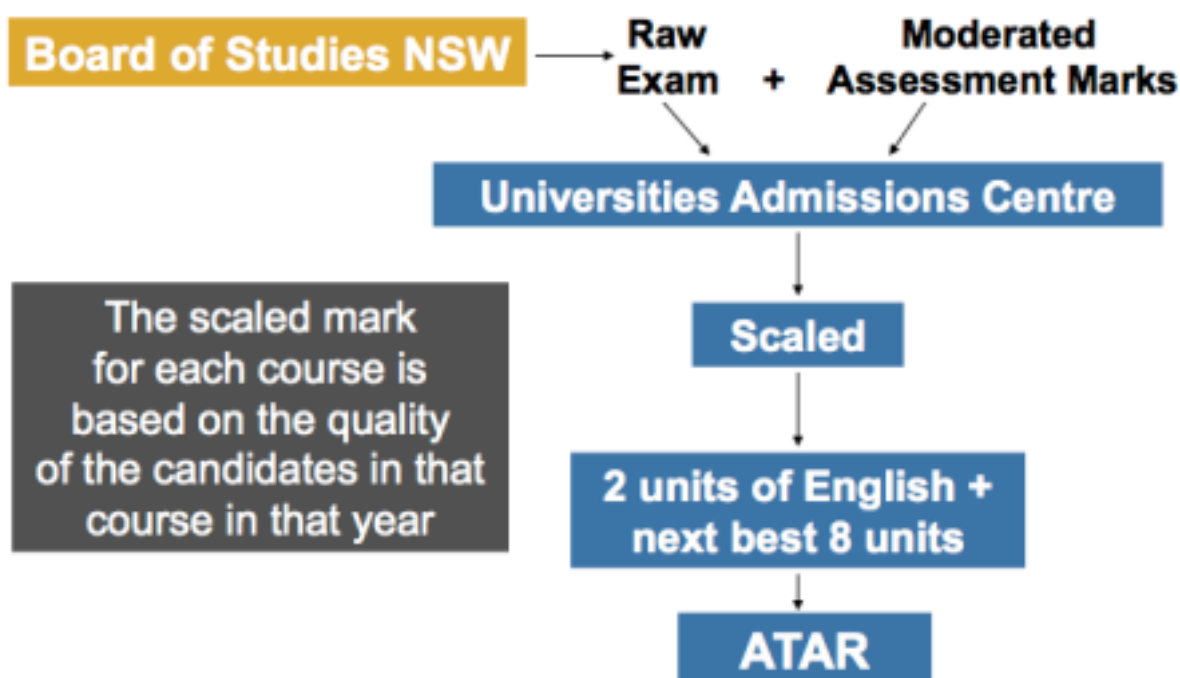
On satisfactory completion of your HSC you will receive a portfolio containing:

**The HSC Testamur** *The official certificate confirming your achievement of all requirements for the award.*

**The Record of Achievement** *This document lists the courses you have studied and reports the marks and bands you have achieved.*

**Course Reports** *For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.*

# What is the ATAR?



The Australian Tertiary Admission Rank (ATAR) is a separate item to the Higher School Certificate. In short it is a point score system, based on student achievement in the Higher School Certificate, which provides entrance to Universities and other Tertiary Institutions. For this reason students may opt for the calculation of the ATAR based on their Higher School Certificate results, or conversely may choose not to have it included.

To be eligible for an ATAR students must complete:

At least ten (10) units from Board Developed Courses, with at least two (2) units of English included in these ten units.

At least three (3) courses of two unit value or greater, and at least four (4) subjects

The ATAR will be calculated:

Based on an aggregate of marks in ten units of Board Developed Courses, comprising the best two (2) units of English (Please Note; Fundamentals of English is a Preliminary Course and therefore not included in the calculation of the ATAR), and the best eight (8) units remaining

Using **NO MORE** than two (2) units of Category B Board Developed Courses.

In developing the ATAR the Universities Admissions Centre (UAC) distinguish between Category A courses and Category B courses. The effect of this is that only one VET course may be included in the calculation of the ATAR. Hence, students must have at least eight (8) Category A Courses in their Higher School Certificate to have their best ten units counted towards their ATAR.

# Important things to know about the HSC & ATAR

The ATAR is calculated by the universities in NSW and the ACT and is released by the Universities Admissions Centre (UAC)

The Higher School Certificate is awarded and released by NESA

Whereas the HSC serves many purposes, the ATAR serves only one – to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose.

The ranking of students depends solely on their performance during the Higher School Certificate.



# University Admission –Prerequisites and Assumed Knowledge

If you are considering a career which requires a course of study at University then you should be aware of the fact that entrance to the course may depend on **the subjects you have chosen** for the HSC and not just the ATAR you receive. Therefore, all students must be aware of the **Course Prerequisites** and/or **Subject Prerequisites**, and/or **Assumed Knowledge** that may be required for entrance to the course of their choice.

Consult the Careers Advisor as well as specific Tertiary Institutions and the publications / websites.

A few university courses have prerequisites. Subjects that must be studied at HSC level and which allow students to enter the university course. For example, Actuarial Studies → HSC Mathematics Extension 1.

Some courses have assumed knowledge – that is where a university assumes that students have undertaken study at this level. For example Commerce → Mathematics

Some courses have recommended studies – that is, where a university has demonstrated that study in this area has assisted students in university level. For example Graphic Design → Visual Arts or Design and Technology

Some Universities allocate bonus points for different circumstances. Examples include students with strong performance in HSC subjects.

Some courses are difficult without prior knowledge → Mathematics

For more information on university entry details, please go to [www.uac.edu.au](http://www.uac.edu.au)

# Selection Process

The Preliminary and HSC courses are separate and sequential. This means that the successful completion of the Preliminary Course in each subject selected is a pre-requisite for the study of that subject in the HSC Course.

*A student cannot begin a course at the HSC level, unless they have studied that subject in the Preliminary Course. The correct selection of subjects from the beginning of the Preliminary Course is, therefore, essential for the successful completion of the HSC at school.*

Your initial selection will be used to develop the school timetable and once it is developed and classes are set, it may not be possible for you to change any of your subjects in the new year.

When selecting your subjects, you should select the subjects that you are motivated to study, interested in, or those you will need for your chosen career. Therefore you should select subjects which are:

*1. prerequisites for the career you want :*

a) if you are going into work straight from school - usually VET courses.	
b) if TAFE is your chosen pathway	all HSC courses have some credit transfer to courses at TAFE, particularly, VET courses, Content Endorsed Courses and English.
c) if university is your goal	these are Board Developed Courses and you should seek further information from the UAC guide as to recommended subjects for the course you think you might like to enter. (See the table on the next page for a few hints.)

*2. subjects you are motivated to study – you have always achieved a high standard in these subjects*

*3. subjects that you enjoy, or that sound interesting.*

## **DO NOT SELECT A SUBJECT:**

- If you would like to be in a class with friends
- If you are uninterested in the subject
- You believe it will scale well in the HSC – a poor performance will be scaled down for the ATAR.

## Possible career paths related to school subjects

<b>Business Studies</b>	<b>D &amp; T Industrial Technology</b>	<b>English</b>	<b>Geography</b>
Accountant Bank Officer Bookkeeper Court Reporter Court Officer Credit Officer Economist Farm Manager Hotel/Motel Manager Human Resources Officer Office Administrator Paralegal Worker Real Estate Salesperson Receptionist Secretary Stock and Station Agent Teacher Travel Consultant	Architect Architectural Drafter Assembler Automotive Electrician Boilermaker Builder Cabinetmaker Carpenter/Joiner Engineering Associate Fitter Graphic Designer Industrial Designer Landscape Architect Leadlight Worker Metal Fabricator Panel Beater Picture framer Sheet-metal worker Teacher Wood Machinist	Actor Archivist Author Book editor Broadcaster Copywriter Foreign affairs and trade Interpreter Journalist Lawyer Librarian Management Consultant Public relations Officer Publisher Receptionist Speech pathologist Teacher Teacher's Aide	Agricultural scientist Biological scientist Cartographer Environmental scientist Forest technical officer Geographer Geologist Hydrographer Landscape architect Marine scientist Meteorologist Ocean hydrographer Park ranger Surveyor Teacher Tour guide Town planner Travel consultant
<b>History</b>	<b>ICT</b>	<b>Legal Studies</b>	<b>Mathematics</b>
Anthropologist Archaeologist Archivist Barrister Community worker Criminologist Foreign affairs and trade officer Geologist Historian Journalist Lawyer Librarian Museum curator Public relations officer Religious leader Sociologist Stage manager Teacher	Analyst (Information technology) Architectural drafter Business systems analyst Computer systems engineer Computer hardware service technician Computer systems officer Data processing operator Database administrator Desktop publisher Help desk operator Information technology educator Multimedia developer Programmer Software designer Software engineer Systems designer Teacher Telecommunications engineer	Barristers Business Consultant Forensic Accountant Foreign Affairs & Trade Officer HR Manager Industrial Relations Journalist Judge's Associate Paralegal / Legal Marketing Manager Politician Solicitors	Accountant Actuary Bank officer Bookkeeper Credit officer Economist Electrical fitter Engineer Financial Planner Geologist Mathematician Motor mechanic Physicist Programmer (information technology) Quantity surveyor Statistician Stockbroker Surveyor Taxation agent

PD/Health/PE	Science	Society & Culture	Visual Arts
Acupuncturist Ambulance officer Chiropractor Fitness instructor Massage therapist Nurse Occupational health and safety officer Occupational therapist Physiotherapist Podiatrist Psychologist - sport Radiation therapist Recreation officer Sports scientist Sports coach Teacher	Automotive electrician Chemist Computer programmer Electrical fitter Engineer Electronics service person Environmental scientist Forensic scientist Laboratory worker Medical practitioner Meteorologist Nurse Pharmacist Sports scientist Teacher Telecommunication technician Veterinarian Winemaker	Anthropologist Archivist Child care worker Community worker Counsellor Environmental scientist Library technician Police officer Probation and parole officer Public relations officer Recreation officer Religious leader Social worker Sociologist Teacher Town planner Trade union official Youth worker	Architect Artist Craftsperson Dressmaker Engraver Fashion designer Florist Graphic designer Hairdresser Interior decorator Industrial designer Jeweller Landscape architect Make-up artist Multimedia developer Photographer Screen printer Set designer

## What career are you interested in?

Read through the following questions and try answering them as honestly as possible. The way to identify your career type is by exploring the following six career categories. It works on the belief that all types of work can be categorised within these six areas and by selecting the area(s) that is most suited to your personality and career satisfaction.

### REALISTIC

People who like to work with their hands, operate machines or equipment, use tools, work outdoors and make, fix or build things.

*Possible study pathways:* Technology, skilled trades, sports and recreation, military, science and hospitality.

### INVESTIGATIVE

People who like to observe, investigate, analyse, discover ideas, experiment, ask questions and solve problems.

*Possible study pathways:* Technology, science/math, law, health sciences and engineering

### CONVENTIONAL

People who like to work with data or numbers, pay careful attention to detail, follow instructions and set procedures, put things in order, are organised and plan work and events.

*Possible study pathways:* Technology, accounting/finance, law, business and commerce, administration and engineering



## **ARTISTIC**

People who like to use imagination, who use words, art, music or drama to express ideas or emotions, create or design things, appreciate beauty and like unstructured situations.

*Possible study pathways:* creative arts, communications and humanities

## **ENTERPRISING**

People who like to influence others, lead others, persuade others to achieve personal or work goals, represent others, make decisions with consequences for others and work towards economic gain.

*Possible study pathways:* business and commerce, law, communications, sport and recreation, finance and management.

## **SOCIAL**

People who like to work with people, teach, train and inform, help, treat and care for others, serve and greet people and are concerned for others

*Possible study pathways:* education, sport and recreation, law, health care, human resources and hospitality

## **Ask yourself the following questions ...**

STEP 1: Asking basic questions:

1. What am I interested in?
2. What am I good at?
3. Would I like to work indoors or outdoors?
4. Would I like to work with my hands or with words and figures?
5. Would I like to work in a team or by myself?

STEP 2: Exploring the career interest area

1. What jobs are available in this career area?
2. What do these jobs involve?
3. What do people who work in these jobs say about their work?

STEP 3: Looking at specific jobs in the career interest

1. What qualifications are needed for this job?
2. What personal qualities are required?
3. What are the job prospects?
4. What are the conditions of work? (place, time, travel, holidays)
5. How much will I be paid?
6. What prospects are there for promotion?

For more information on courses and careers see the following websites:

[www.myfuture.edu.au](http://www.myfuture.edu.au)

[www.jobsearch.gov.au](http://www.jobsearch.gov.au)

[www.jobguide.thegoodguides.com.au](http://www.jobguide.thegoodguides.com.au)

At Bellfield College, we are actively supporting the development of our students as active members within our society and communities. Guided by our Careers Advisor, students will investigate and review their future prospects and how best to access them through school-provided resources. Available to all our secondary students, PONDER provides a collection of all University and TAFE courses available to them, as well as assisting to develop skills in resume building and interviewing. All of these resources are available to all senior students until the end of the year following their graduation from the College.

PONDER can be accessed

[bellfield.jobjump.com.au](http://bellfield.jobjump.com.au)

To make an account click on the "I'm New"

Enter Bellfield College as your school,

Password 'bellfield'.

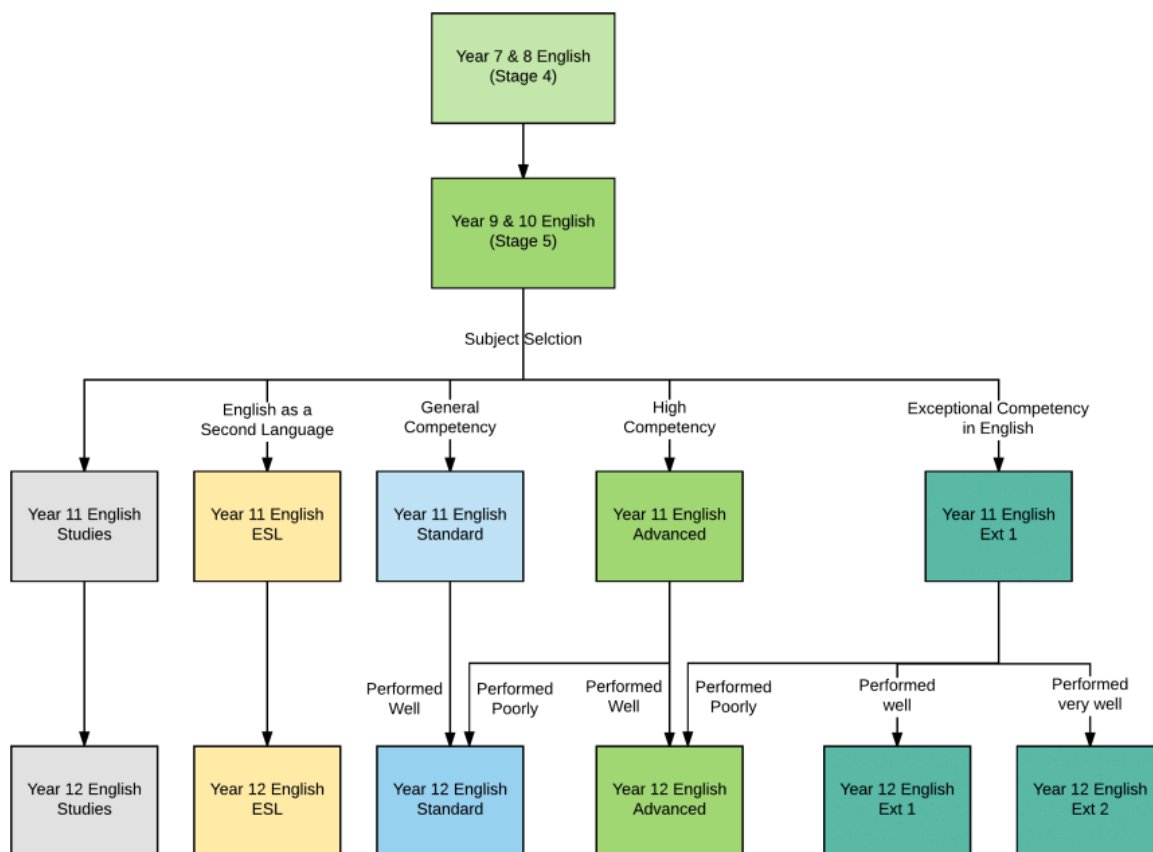
## Courses offered at Bellfield College for 2025/2026

Faculty	Preliminary & HSC Courses (2 units)	Major Works and Projects
ENGLISH	English Standard	
	English Advanced	
	English Extension 1	
	English Extension 2	Major Work required
MATHEMATICS	Mathematics Standard 2	
	Mathematics Extension 1 (prerequisites apply)	
	Mathematics Extension 2 (prerequisites apply)	
	Mathematics Advanced	
SCIENCE	Biology	Depth Study
	Chemistry	Depth Study
	Physics	Depth Study
	Extension Science (prerequisites apply)	Scientific Research Project
HUMAN SOCIETY AND ITS	Ancient History	Historical Investigation Projects - prelim

ENVIRONMENT (HSIE)	Business Studies	
	Geography	
	Legal Studies	
	Modern History	Historical Investigation Projects - prelim
	Society and Culture	Personal Interest Projects-HSC
	Studies of Religion II	
CREATIVE ARTS	Visual Arts	Bodies of Work 50%
TECHNOLOGY AND APPLIED STUDIES (TAS)	Food Technology	
	Information Processes and Technology (ITP)	
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)	PDHPE	
	Community and Family Studies	
LANGUAGES OTHER THAN ENGLISH (LOTE)	Arabic (Continuers)	Oral Examination External 20%

Whilst this booklet contains an outline of a wide variety of courses, students need to be aware that **not all courses will eventually run**. To avoid disappointment students **must** nominate an acceptable alternative as a back-up course, in case one of their original selections does not operate. Courses may not operate due to a limited number of students nominating a particular course or courses.

# English



## English Standard

### Course No:

11130 Year 11 English Standard  
 15130 Year 12 English Standard  
 2 units for Year 11 (Preliminary) and Year 12 (HSC).  
 Board Developed Course.

**Exclusions:** English Studies; English EAL/D; English Extension

### Course Description

In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

## Content

### Year 11

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* in which students explore and examine texts and analyze aspects of meaning.

### Year 12

The course has two sections:

- The HSC Common Content consists of one module, *Texts and Human Experiences*, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyze and explore texts and apply skills in synthesis.
- Three additional modules which emphasize particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes: *Language, Identity and Culture*; *Close Study of Text*; *Craft of Writing*.

## Course Requirements

Across the English Standard Stage 6 Course students are required to study:

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

### Year 11

Students are required to study:

- one complex multimodal or digital text in Module A (this may include the study of film)
- one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

### Year 12

Students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the *Common Module: Texts and Human Experiences*.

## English (Advanced)

11140 Year 11 English Advanced  
15140 Year 12 English Advanced  
2 units for Year 11 (Preliminary) and Year 12 (HSC).  
Board Developed Course.

**Exclusions:** English Standard; English Studies; English EAL/D

### Course Description

In the English Advanced Year 11 course, students explore, examine and analyze a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media texts. They explore the ways events, experiences, ideas, values and processes represented in and through texts and analyze 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 analyzing and evaluating texts and the ways they are valued in their contexts. Students study at least five 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 guide their written and spoken expression, as well as their personal, social and vocational lives.

### Content

#### Year 11

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules - *Critical Study of Literature*, and *Narratives that Shape our World* - ask students to explore, examine and analyze the ways in which texts and contexts shape and are shaped by different attitudes and values.

#### Year 12

The course has two sections:

- The HSC Common Content consists of one module, *Texts and Human Experiences*, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses. Students analyze and explore texts which speak into the human condition.
- Three additional modules emphasize 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.

### Course Requirements

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

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

## Year 11

Students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

## Year 12

Students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry **or** drama. The remaining text may be film **or** media **or** a nonfiction text **or** may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the *Common module: Texts and Human Experiences*.

# English Extension

## Course number(s):

11150 English Extension (1 unit – Year 11)  
15160 English Extension 1 (1 unit – Year 12)  
15170 English Extension 2 (1 unit – Year 12)

## Prerequisites:

11150 English Extension (1 unit – Year 11) prerequisite for English Extension 1 in Year 12  
15160 English Extension 1 (1 unit – Year 12) prerequisite for English Extension 2

## Corequisites:

11140 English Advanced (2 units – Year 11)  
15140 English Advanced (2 units – Year 12)

## Eligibility: Nil

# English Extension 1

## Course description

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

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

# English Extension 2

## Course description

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

## What students learn

### Year 11 course

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

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

### Year 12 course

# English Extension 1

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.

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.

The electives are

- Literary Homelands
- Worlds of Upheaval
- Reimagined Worlds
- Literary Mindscapes
- Intersecting Worlds



## English Extension 2

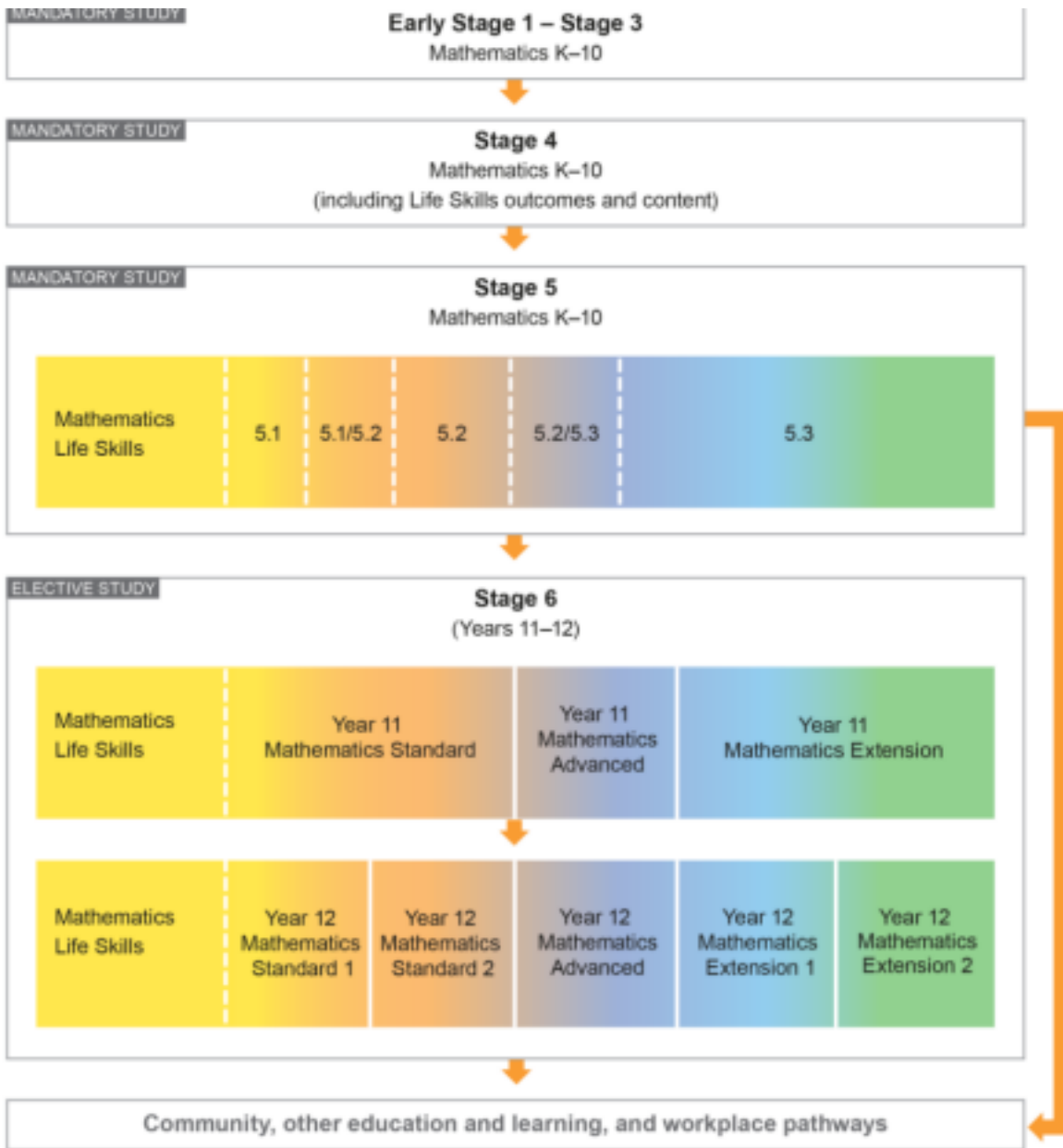
In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative nonfiction
- poetry
- critical response
- script (short film, television, drama)
- podcasts (drama, storytelling, speeches, performance poetry)

# Mathematics



# Mathematics Standard 2

## Course No:

11236 Year 11 Mathematics Standard  
15236 Year 12 Mathematics Standard 2  
2 units Year 11 (Preliminary) and Year 12 (HSC).  
Board Developed Course.

## Prerequisites:

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

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

## 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.

Students who have followed the Mathematics Standard pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.

## Course description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.
- The study of Mathematics Standard 2 in Stage 6:
  - Enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
  - Provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modeling 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.

## Content

The Mathematics Standard Year 11 course comprises of four Topics, with the 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:

### Year 11

Topic: Algebra

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

## Year 12

### 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 Extension 1

## Course No:

11250 Year 11 Mathematics Extension  
15250 Year 12 Mathematics Extension 1  
1 unit Year 11 (Preliminary) Board Developed Course.  
1 unit Year 12 (HSC) Board Developed Course.

## Prerequisites:

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

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry.

## Exclusions:

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

## Course Description

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

### Year 11

#### Topic: Functions

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

- Topic: Combinatorics
- Working with Combinatorics

## *Year 12*

Topic: Proof

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

# Mathematics Extension 2

## Course number(s):

15260 Mathematics Extension 2 (1 unit – Year 12)

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

## Corequisites:

11255 Mathematics Advanced (2 units – Year 11)  
15255 Mathematics Advanced (2 units – Year 12)  
11250 Mathematics Extension (1 unit – Year 11)  
15250 Mathematics Extension 1 (1 unit – Year 12)

**Eligibility:** Nil

## Course description

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

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

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

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

## What students learn

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines 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.

## Year 12 course

The Mathematics Extension 2 course comprises five Topics, with the Topics divided into Subtopics.

**Topic: Proof**

The Nature of Proof  
Further Proof by Mathematical Induction

**Topic: Vectors**

Further Work with Vectors

**Topic: Complex Numbers**

Introduction to Complex Numbers  
Using Complex Numbers

**Topic: Calculus**

Further Integration

**Topic: Mechanics**

Applications of Calculus to Mechanics



# Mathematics Advanced

## Course No:

11255 Year 11 Mathematics Advanced  
15255 Year 12 Mathematics Advanced  
2 units Year 11 (Preliminary) Board Developed Course.  
2 units Year 12 (HSC) Board Developed Course.

## Prerequisites:

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

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis
- and at least some of the content from the following substrands of Stage 5.3:
- Non-linear relationships
- Properties of Geometrical Shapes.

## Exclusions:

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

## Course Description

- The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Advanced course will sit for an HSC examination.
- The study of Mathematics Advanced in Stage 6:
  - enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
  - Provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modeling 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 consists 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:

### Year 11

Topic: Functions

- Working with Functions

- Topic: Trigonometric Functions
- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Topic: Calculus

- Introduction to Differentiation
- Topic: Exponential and Logarithmic Functions
- Logarithms and Exponentials
- Topic: Statistical Analysis
- Probability and Discrete Probability Distributions

### Year 12

Topic: Functions

- Graphing Techniques

Topic: Financial Mathematics

- Modeling Financial Situations

Topic: Trigonometric Functions

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables
- Trigonometric Functions and Graphs

Topic: Calculus

- Integral Calculus

# Science

## Biology

### Course No:

11030 Year 11 Biology  
15030 Year 12 Biology  
2 units for Year 11 (Preliminary) and Year 12 (HSC)

Board Developed Course.

### 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.

### Content

#### Year 11

The Year 11 course consists of four modules.

- **Module 1** Cells as the Basis of Life
- **Module 2** Organisation of Living Things
- **Module 3** Biological Diversity
- **Module 4** Ecosystem Dynamics

#### Year 12

The Year 12 course consists of four modules.

- **Module 5** Heredity
- **Module 6** Genetic Change
- **Module 7** Infectious Disease
- **Module 8** Non-infectious Disease and Disorders

### Course Requirements

- Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students 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.

# Chemistry

## Course No:

11050 Year 11 Chemistry  
15050 Year 12 Chemistry  
2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

## Course Description

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

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

## Content

### Year 11

The Year 11 course consists of four modules.

- **Module 1** Properties and Structure of Matter
- **Module 2** Introduction to Quantitative Chemistry
- **Module 3** Reactive Chemistry
- **Module 4** Drivers of Reactions

### Year 12

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.

# Physics

## Course No:

11310 Year 11 Physics  
15330 Year 12 Physics  
2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

## 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.

## Content

### Year 11

The Year 11 course consists of four modules.

- Module 1 Kinematics
- Module 2 Dynamics
- Module 3 Waves and Thermodynamics
- Module 4 Electricity and Magnetism

### Year 12

The Year 12 course consists of four modules.

- **Module 5** Advanced Mechanics
- **Module 6** Electromagnetism
- **Module 7** The Nature of Light
- **Module 8** From the Universe to the Atom

## Course Requirements

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

# Science Extension

## Course No:

15345 Year 12 Science Extension

1 unit for Year 12 (HSC)  
Board Developed Course

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

## 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.

## Content

### Year 12

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

## Course Requirements

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

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

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

# HSIE (Human Society and its environment)

## HSC Ancient History

### Course No:

11020 Ancient History Year 11  
15020 Ancient History Year 12  
2 units for Year 11 (Preliminary) and Year 12 (HSC)  
Board Developed Course.

### Course Description

The Stage 6 Ancient History Life Skills course aligns with the rationale, aim and objectives of the Stage 6 Ancient History course. The Life Skills content has been developed from the Ancient History syllabus to provide opportunities for integrated delivery.

The course provides opportunities for students to explore the ancient past and develop an understanding of how people, groups and events have influenced past societies and the world today. Students are also provided with opportunities to participate in historical investigations of ancient societies and/or personalities to develop their knowledge, understanding and skills of historical inquiry.

Study in the Stage 6 Ancient History Life Skills course contributes to students' skills in locating, selecting, organising, planning and presenting information within an historical context.

### Content

The structure of the Stage 6 Ancient History Life Skills course allows for a broad and balanced program that reflects the needs of students within the context of the collaborative curriculum planning process.

The course is organised into topics and case studies:

### Preliminary Course

- Investigating Ancient History
- The Nature of Ancient History
- Case Studies
- Features of Ancient Societies
- Historical Investigation

### HSC Course

- Cities of Vesuvius – Pompeii and Herculaneum
- Ancient Societies
- Personalities in their Times
- Historical Periods

The topics and case studies provide possible frameworks for addressing the Stage 6 Ancient History Life Skills outcomes and content, and are suggestions only. The course provides flexibility to develop programs appropriate to the needs, strengths, goals, interests and prior learning of students.

### Course Requirements

#### Year 11

In the Year 11 course, students undertake at least two case studies.  
One case study must be from Egypt, Greece, Rome or Celtic Europe  
One case study must be from Near East, Asia, the Americas or Australia.

#### Year 12

Students are required to study at least two from the following: Egypt, Near East, China, Greece, Rome.

# Business Studies

Course number: 11040 Business Studies (2 units – Preliminary)

15040 Business Studies (2 units – HSC)

**Prerequisites:** Nil

**Corequisites:** Nil

**Eligibility:** Nil

**Exclusions:**

- 16688 Business and Economics Life Skills (2 units – Preliminary)
- 16688 Business and Economics Life Skills (2 units – HSC)
  - 16699 Human Society and its Environment Life Skills (2 units – Preliminary) (where Business and Economics is undertaken within the course)
  - 16699 Human Society and its Environment Life Skills (2 units – HSC) (where Business and Economics is undertaken within the course)

## Course Description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

## Content

### *Year 11*

Topic

Core 1: Nature of Business

Core 2: Business Management

Core 3: Business Planning

### *Year 12*

Topic

Core 1: Operations

Core 2: Marketing

Core 3: Finance

Option 4: Human Resources

## Course requirements

See the Business Studies Stage 6 syllabus for information regarding course requirements.



# Geography

## Course No:

11190 Geography Year 11  
15190 Geography Year 12  
2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

## Course Description

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

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

## Preliminary Course

- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of student's own choosing.

## HSC Course

- Ecosystems at Risk – the functioning of ecosystems, their management and protection.
- Urban Places – study of cities and urban dynamics.
- People and Economic Activity – geographic study of economic activity in a local and global context.
- **Key concepts incorporated across all topics:** change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

## Particular Course Requirements

Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

# Legal Studies

## Course No:

11220 Legal Studies Year 11  
15220 Legal Studies Year 12  
2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

## Course Description

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

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

## Preliminary Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)
- The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

## HSC Course

- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time) Two options are chosen from:
  - Consumers
  - Global environment and protection
  - Family
  - Indigenous peoples
  - Shelter
  - Workplace
  - World order.

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

# Modern History

## Course No:

11270 Year 11 Modern History  
15270 Year 12 Modern History  
2 units for Year 11 (Preliminary) and Year 12 (HSC).

Board Developed Course.

**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.

## Content

### Year 11

The Year 11 course comprises the following sections:

- Investigating Modern History
- The Nature of Modern History - with TWO case studies
- Historical Investigation
- The Shaping of the Modern World

### Year 12

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946
- National Study - ONE country study chosen
- Peace and Conflict - ONE conflict chosen
- Change in the Modern World - ONE case study chosen

## Course Requirements

### Year 11

In the Year 11 course, students undertake at least two case studies.  
One case study must be from Europe, North America or Australia, and  
One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

### Year 12

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.

# Society and Culture

## Course No:

11330 Society and Culture Year 11

15350 Society and Culture Year 12

2 units for each of Preliminary and HSC

**Exclusion:** 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 Course

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

## HSC Course

- 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 - **Core**
- 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 behaviors.

## Particular Course Requirements

Completion of Personal Interest Project.

# Studies of Religion II

## Course No:

11360 Studies of Religion II Year 11  
15380 Studies of Religion II Year 12  
2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Studies of Religion I

## Course Description

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

## Preliminary Course

- Nature of Religion and Beliefs
- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Three Religious Traditions Studies from:
  - Buddhism, Christianity, Hinduism, Islam, Judaism
- Origins
- Principal beliefs
- Sacred texts and writings
- Core ethical teachings
- Personal devotion/expression of faith/observance.
- Religions of Ancient Origin
  - The response to the human search for ultimate meaning in two religions of ancient origin from:
    - Aztec or Inca or Mayan
  - Celtic
  - Nordic
  - Shinto
  - Taoism
  - an Indigenous religion from outside Australia
- Religion in Australia pre-1945
- The arrival, establishment and development of religious traditions in Australia prior to 1945.

## HSC Course

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

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- Three Religious Tradition Depth Studies from:
  - Buddhism, Christianity, Hinduism, Islam, Judaism
  - Significant people and ideas
  - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
- Significant practices in the life of adherents.
- Religion and Peace
  - The distinctive response of religious traditions to the issue of peace.
- Religion and Non-Religion
  - The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

# Creative Arts

## Visual Arts

### Course No:

- 11380 Preliminary Course
- 15400 HSC Course  
2 units for each of Preliminary and HSC

Board Developed Course

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

### Preliminary Course

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.

### HSC Course

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.

## Particular Course Requirements

### *Preliminary Course:*

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

### *HSC Course:*

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



# Technology and Applied Studies (TAS)

## Food Technology

### Course No:

11180 Food Technology Year 11  
15180 Food Technology Year 12  
2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

### Course Description

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

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

### Main Topics Covered

#### *Preliminary Course*

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

- The Australian Food Industry (25%)

#### **Particular Course Requirements**

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

#### *HSC Course*

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.

# Enterprise Computing

**Course No:** 11175 Preliminary Course

15175 HSC Course

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Computing Applications CEC

## Course Description

Enterprise Computing encourages the understanding of the implications of responsible and ethical application of digital systems, and the application of appropriate standards in the development of solutions. Students learn about the technologies that support enterprise-based information systems. As they develop digital solutions, students investigate social and safety issues relating to cyber safety, cybersecurity and digital footprints. They engage with technologies that improve access to, and participation in, computing technologies across a range of enterprises.

## Main Topics Covered

### *Preliminary Course*

Interactive Media and the User Experience

Networking Systems and Social Computing

Principles of Cybersecurity

### *HSC Course*

Data Science

Data Visualisation

Intelligent Systems

Enterprise Project

## Particular Course Requirements

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

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

## Personal Development, Health and Physical Education

### Course No:

11300 Personal Development, Health and Physical Education Year 11

15320 Personal Development, Health and Physical Education Year 12

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

### Course Description

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

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or 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 Course

#### *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

### Particular Course Requirement

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

### HSC Course

#### *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

# Community and Family Studies

## Course No:

11060 Community and Family Studies Year 11

15060 Community and Family Studies Year 12

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Nil

## Course Description

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

## Main Topics Covered

### *Preliminary Course*

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

### *HSC Course*

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

## HSC Option Modules

Select **one** of the following (approximately 25% of course time):

- Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan.
- Social Impact of Technology The impact of evolving technologies on individuals and lifestyle.
- Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments.

## Particular Course Requirements

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

# Languages

## Arabic Continuers

Course No:

11510 Arabic Continuers Year 11

15510 Arabic Continuers Year 12

2 units for each of Preliminary and HSC

**Prerequisites:** 200-400 hours study or equivalent knowledge is assumed.

**Exclusions:** Arabic Beginners

### Course Description

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Arabic 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 Arabic-speaking communities through the study of a range of texts.

Prescribed Themes Mandatory Topics	
The individual Personal identity	Family and friends Health
The Arabic-speaking communities Lifestyles	Culture and traditions Modern Arabic literature

The changing world Media

Environment

The world of work

**Particular Course Requirements:** Nil

# Personal Record of Original Subject Choices

Please list, in order of preference, a total of 16 units of study, including English. You are required to complete a total of 12 units of study in Year 11. The additional 4 units will assist the Timetable Coordinator to decide on line structures within the table and will operate as your “reserve” selection. *Students will be consulted if their first 12 units of study are not possible.*

## INITIAL PREFERENCES:

Preference	Course Units
1	English 2
2	2
3	2
4	2
5	2
6	2

## ALTERNATIVE CHOICES:

If a subject above does not run, write your alternative choices below:

Preference	Course Units
7	2
8	2

## EXTERNAL STUDY

Do you wish to study externally Y / N

# Glossary

The following are terms that parents and students have either come across already or will be introduced to in the months ahead as students begin to choose their subjects for the final years of Senior School.

**Accumulation** - Once they have commenced their HSC courses, students are allowed to take 5 years to complete all the courses necessary for the award of the HSC.

**ATAR** - The ATAR (Australian Tertiary Admission Rank) is a rank used to assist universities in the selection of students for courses. It is administered by UAC, using marks provided by the Board of Studies. It is calculated from the scaled aggregate of the marks in the best ten units of Board developed HSC courses. Both HSC examination and school assessment marks are used in the calculation of the ATAR (including 2 units of English). There is no concept of pass or fail associated with the ATAR. If 60,000 students sit for the HSC in a given year, an ATAR of 80.00 (ie. the 80th percentile) indicates that the overall result is equal to or better than 48,000 (80% of 60,000) candidates. See page 11 for more rules about the ATAR.

**Board of Studies** - The government established body that controls the development and accreditation of courses for the HSC as well as its external examination, marking and reporting.

**Board Developed Courses** - These are the majority of courses offered at Bellfield College. The Board of Studies designs these courses and they contribute towards satisfying requirements for the HSC and ATAR.

**CONTENT Endorsed Courses** - A variety of courses offered at Bellfield College, which help students qualify for the HSC but do not count towards the ATAR.

**Category A/Category B** - All Board developed courses are classified by the Universities as Category A or B. The criteria is based on: academic rigour; depth of knowledge and understanding; and, the degree to which the course contributes to assumed knowledge for tertiary studies. All Board developed courses offered at Bellfield College are Category A, except VET courses, which are Category B.

**HSC** - 'Higher School Certificate', which students receive after they have satisfactorily studied the necessary courses. The certificate does not have any subjects or marks recorded on it. These are reported on a 'Record of Student Achievement' which students receive at the same time as the HSC.

**Pathways** - An initiative of the Board of Studies which allows students a greater degree of flexibility, e.g. accumulation over five years, and for the repeating of units, in achieving their HSC and ATAR.

**Preliminary and HSC Courses** - Courses in Years Eleven and Twelve are divided into Preliminary and HSC Courses. To enter a HSC Course and therefore sit for the HSC examination, a student must have satisfied the requirements of the corresponding Preliminary Course.

**UAC** - 'Universities Admission Centre'. Students in Year Twelve will apply to UAC to gain places in specific University courses.

**Units** - Each Course is divided into units, with 1 unit equating to approximately 60 hours of class time per year. Most courses are 2 units in length, with an Extension Course (worth 1 unit) being offered in some subject areas. At Bellfield College a 1 unit subject is timetabled for 4 periods (4 hours) per fortnight; a 2 unit subject has 8 periods (8 hours) per fortnight. Exceptions include English Extension 2, where a mentor provides a more individual form of supervision and includes more flexible hours on the timetable. Note: Extension Courses may need to be timetabled out of the daily timetable, i.e. before and/or after school.

**VET** - This stands for Vocational Education and Training. VET courses are designed to deliver/teach industry developed units of competency that are suitable for the HSC. Students completing a VET course are able to count the course towards their HSC requirements, provided they sit for the HSC examination, AND gain credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

# NOTES