

Stage 6 Subject Selection 2022-2023



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Principal's message

In our seventh year of operation, Aurora College is providing innovative, flexible learning in a whole new context, by allowing students to connect locally and to learn globally.

Aurora students connect with their teachers and classmates in timetabled lessons through a cutting-edge virtual learning environment, comprising web conferencing software, a learning management system, and a range of online communication and collaboration tools. The school also operates one of the state's only fully digital school libraries.

Learning with Aurora College is an immensely personalised experience. Our highly qualified and experienced teachers are recruited from schools in all parts of the state. They receive specialised training and support in delivering best practice learning and teaching in a virtual environment, and a maximum class size of 15 in Years 11 and 12 enables them to provide our students with the individual attention they require.

In every school in which we share students, Aurora funds the release of a teacher to fulfil the important role of Aurora College Coordinator (ACC). The ACC adds an important layer of support for our students in managing their learning across two schools. Aurora students are also well-supported by our Wellbeing and Learning Support Team, who provide specialised assistance to students in need.

Aurora's Masterclass Program gives our students the opportunity to learn from people who are leaders in their field, across a broad range of careers and human endeavours. Aurora students may also elect to work directly with a mentor in an area of interest to them, providing invaluable insights into their career paths and professional lives.

Every year, Aurora College also hosts a range of Higher School Certificate (HSC) workshops to support student learning in metropolitan, rural and remote schools. Subject experts, experienced teachers and HSC markers present HSC examination advice and up to date information on course content. Aurora students were joined in our virtual learning environment by more than 18,000 students for the 2020 HSC Study Days Program.

The subjects that you choose to study for your Stage 6 program need to be selected carefully. Making wise, well considered subject choices is the first step towards a rewarding senior secondary school experience, a successful HSC and enhanced post-school opportunities. It is important that you seek advice from your teachers, and from specialists such as your school's Careers Advisor. Your parents should also be active participants in this process.

In making your Stage 6 choices, you should consider:

- Subjects that you have previously studied and enjoyed
- Subjects in which you have experienced success
- Subjects which will support your preferred post-school path

The NSW Education Standards Authority (NESA) has the following advice for students choosing Stage 6 courses:

Your aim is to attain the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future.

When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams? Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.

[Source: NESA website <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>]

The following pages contain important information about the Year 11 courses on offer at Aurora College in 2022. Applications for enrolment in Year 11 (2022) open on Wednesday 14 July 2021 and close on Friday 20 August 2021. Information about how to make an application may be found on our website:
<https://aurora.nsw.edu.au/our-school/enrolment-information/>

To be eligible for enrolment in Aurora College, students must also be enrolled in a NSW Government school which is classified as rural and remote. With the approval of your home school principal, you may apply to study one or more Stage 6 courses with Aurora College. A maximum of 10 units may be studied in Year 11 with Aurora College.

We look forward to receiving your application to study Year 11 courses with Aurora College, the NSW Department of Education's award-winning virtual school.

Chris Robertson
Principal

www.aurora.nsw.edu.au

Disclaimer: The authors have attempted to make sure that the information in this booklet is correct and up to date. However, we do not guarantee the accuracy and currency of every item of information. Persons intending to rely on any information should check with course coordinators. The information is provided without any express or implied warranty. The authors do not guarantee that websites listed or links will always be available, and/or free of any defects, including viruses. All access and use is at the risk of the user who should take this into account when accessing the resources. Information about programs, courses, units, and any arrangements for their delivery, including staffing, is an expression of intent only and is not to be taken as a firm offer or undertaking. Aurora College reserves the right to limit enrolments in, discontinue, or vary programs, courses, units, or to change staffing or other arrangements at any time without notice.

Stage 6 at Aurora College

Aurora College provides Stage 6 government high school students in rural and remote communities the opportunity to study one or more subjects with Aurora. This opportunity is available to continuing students and other students with a learning style suited to working in the Aurora learning environment.

Students applying to enrol in one or more subjects in Stage 6, including those students already enrolled in Year 10 at Aurora College, must seek the support of their home school principal. The following prospectus should be read in conjunction with any information provided by your local high school.

All students are asked to complete the Aurora College Stage 6 – Subject selection intention form at the following link <https://forms.office.com/r/n9UKztz9NS> by Thursday 3rd June.

It is important to note that this is NOT an application for enrolment in Stage 6 courses at Aurora College. Applications to study Stage 6 courses at Aurora do not open till 19th June. Applications must be completed in conjunction with your local high school.

Not all subjects offered by Aurora College may run in 2022. The number of courses and classes is determined by the number of students enrolled, staffing and the ability to timetable subjects within the constraints of Aurora's common timetable. This is only an expression of interest process to enable Aurora College to provide appropriate information to our partner schools.

Why subject choices are important

- The subjects you do at school can, and often will, determine the type of career you choose.
- Doing subjects that you like and that interest you make life at school more enjoyable.
- You are more likely to do well at a subject if you enjoy it.

How to decide...

Ask yourself the following questions:

- What subjects are available through my home school and Aurora College?
- What subjects interest me?
- What subjects am I good at?
- What subjects do I need for further study?

***In most cases, the best subjects to take are the ones you like the most.
If you select subjects you are interested in, you are more likely to do well.***

Use the following as a guide when choosing subjects:



ABILITY

Choose subjects you are good at



INTEREST

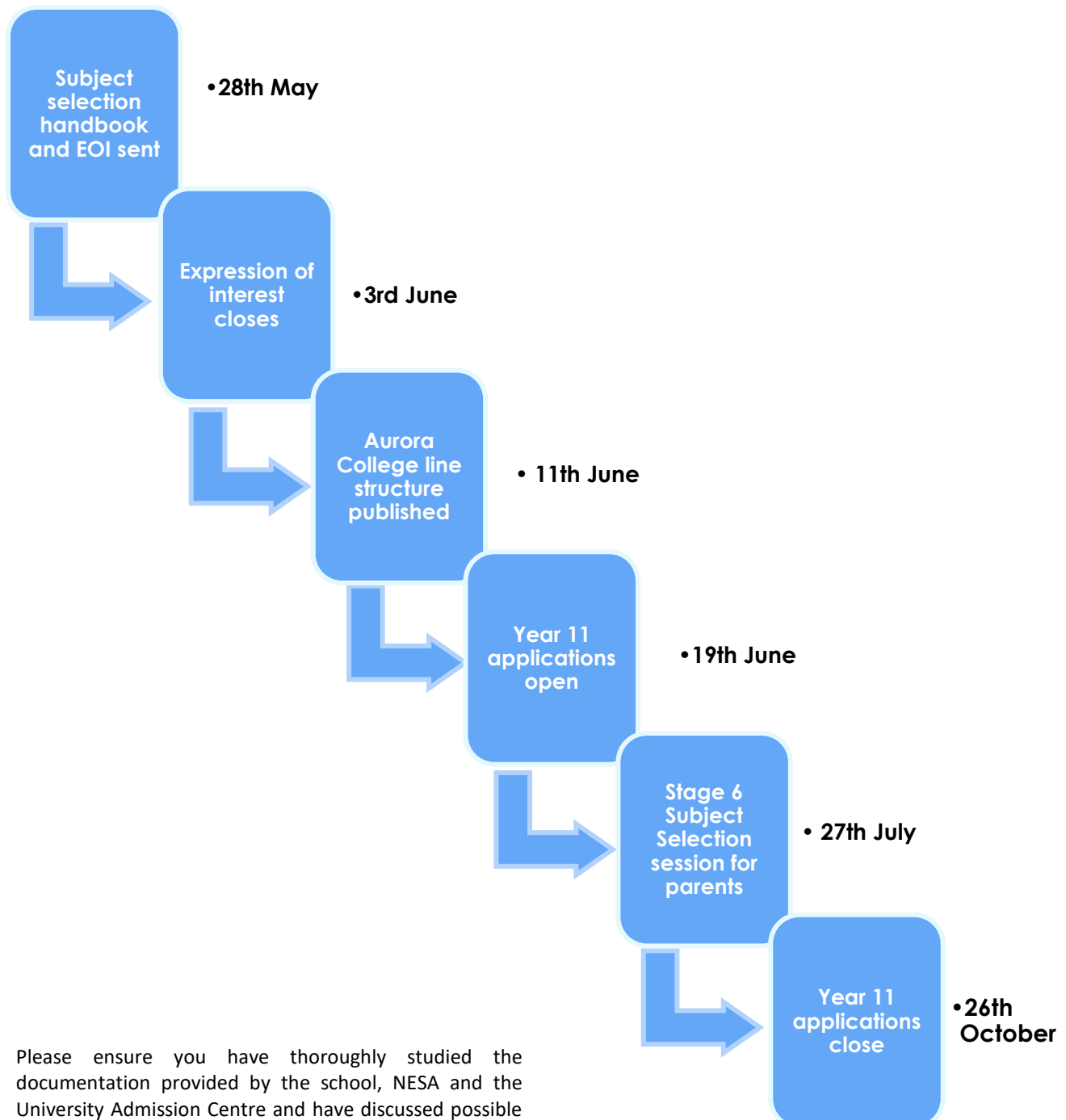
Choose subjects you enjoy



MOTIVATION

Choose subjects you really want to study

Year 11 Subject Selection Process



Please ensure you have thoroughly studied the documentation provided by the school, NESAC and the University Admission Centre and have discussed possible subjects with your parents or guardians and teachers.

Ensure you understand all the HSC and ATAR requirements and that you are aware of any exclusions that may exist.

The Higher School Certificate in 2022 - 2023

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 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 (VET) courses count towards the HSC and also lead to qualifications recognised across a range of industries.
- The HSC includes life skills courses for students with special education needs.
- The HSC will fairly assess each student's knowledge and skills.
- For each course you will receive easy-to-understand reports, which contain much more information. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course.

Higher School Certificate requirements

This is your introduction to the HSC and the many options now available. More information is contained on the following NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc>

To qualify for the Higher School Certificate, students must complete 22 units of study

You must satisfactorily complete:

- A Preliminary (Year 11) pattern of study that includes at least 12 units
- At least 10 units of study in the HSC

Both the Year 11 and the HSC patterns of study must include at least:

- 6 units from Board Developed Courses; which must include at least 2 units of a Board Developed Course in English
- 3 courses of 2-unit value or greater (either Board Developed or Board Endorsed courses)
- 4 subjects

Requirements for the award of the Higher School Certificate

Year 11

The Preliminary course is studied in Year 11 until the end of Term 3. To satisfactorily complete the minimum 12 units of study, a student must:

- complete class work, tests and homework to a level which meets the designated outcomes of the course
- complete the prescribed Assessment Tasks
- have a record of attendance in each subject that allows the outcomes of the course to be met (a minimum of 85% of all lessons is an approximate guide)

Content covered in all Year 11 courses is a prerequisite for HSC courses, but is not necessarily examined in the final HSC examination.

Class teachers may rule that a student has not met the course outcomes. In this case, a non-completion determination (N-Award) will be given. The Principal decides on any appeals lodged against an 'N' determination.

HSC Course

The HSC course commences in Term 4 of Year 11. The requirements are the same as for the Year 11 course. School-based assessment tasks will contribute 50% of your HSC mark. The other 50% will come from the HSC examination.

What are units?

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

1 unit = 2 hours per week or 60 hours per year = 50 marks

2 units = 4 hours per week or 120 hours per year = 100 marks

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

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. Extension courses at Aurora are available in English, Mathematics and Science.

Additional English and Mathematics Extension Courses are available at Year 11 and HSC levels. Students must study the Year 11 Extension course 1 in these subjects before proceeding to the HSC Extension course 2. The Extension 2 courses require students to work beyond the standard of the Extension 1 course. In this way the course demands increase from 2 units, to Extension 1 and on to Extension 2 (English and Mathematics only).

Eligibility for the Higher School Certificate

To be eligible for the award of the HSC, you need to comply with the following:

- ✓ be enrolled at a NSW government school, or a registered and accredited non-government school, or a TAFE institute;
- ✓ study a permitted combination of courses;
- ✓ complete HSC: All My Own Work before you submit any work for Preliminary or HSC courses;
- ✓ complete the requirements for each course, including any necessary practical or project work;
- ✓ complete tasks designed by your school for the internal assessment program in each HSC course;
- ✓ sit for, and make a genuine attempt at, the required Higher School Certificate examinations;
- ✓ meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course.

Record of School Achievement (RoSA)

The RoSA is a cumulative credential for students who leave school before completing their Higher School Certificate. It sees students awarded a grade (A-E) at the completion of Stage 5 (Year 10) and the Preliminary course (Year 11). The RoSA lists all mandatory Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. It also shows courses commenced but not completed, any minimum standard literacy and numeracy test results (if sat), and the date of leaving school. Therefore, the RoSA provides a complete record of student participation and achievement from Year 10 until they leave school.

- Students may only progress to the Preliminary Course (Year 11) and then HSC if they successfully complete their RoSA (Year 10).
- Only students who leave school and who satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and who are not eligible for a RoSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed.
- All students will also have access to a record of their grades through Students Online.
- The RoSA offers the opportunity for students who are leaving school before the HSC to sit for literacy and numeracy tests which can provide further evidence to employers of abilities.
- The RoSA will also offer opportunities to record a student's extra-curricular activities and therefore further provide a more comprehensive profile of their achievements.

Higher School Certificate Pathways

Most students complete their Preliminary and HSC studies in Years 11 and 12 over two years; however, NESA allows flexibility in the form of Pathways.

Accumulation

You may accumulate the HSC over a period of up to five (5) years. This allows students to combine their studies with work experience, part-time employment, training, or other responsibilities.

Students receive cumulative Records of Achievement for Year 11 and HSC courses attempted. In subjects that include extension courses, you may accumulate by completing the 2-unit course in one year and the extension course in a later year.

NOTE: Requirements listed previously must still be met by part-time students.

Other Options

- You may repeat HSC courses, within the five-year accumulation period. In the calculation of an ATAR, the most recent mark in a course will be used.
- You may be granted credit for other studies (e.g. TAFE, overseas study).
- Acceleration is available to more able students to complete course content in a shorter time.
- HSC studies can be undertaken at the same time as a part-time traineeship.

University entry – what is the ATAR?

ATAR stands for Australian Tertiary Admission Rank. The ATAR is a measure of academic achievement in the HSC that assists institutions with ranking applicants for selection in tertiary education courses. The ATAR cut off is the minimum ATAR for entry to a particular degree at a specific university. This is the ATAR of the last person admitted to the degree.

To be eligible for an ATAR in NSW, you must complete at least 10 units of Board Developed Courses. These courses must include at least:

- 8 units from Category A courses
- 2 units of English
- 3 Board Developed courses of 2 units or greater
- 4 subjects

If you are doing more than 10 units then your English result and the best eight units from the remaining units are used to calculate your ATAR.

No more than two units of Category B courses can be included in the calculation of an ATAR. Refer to the Courses table for Category B courses.

If a student repeats a course, only the last satisfactory attempt is used in the calculation of the ATAR.

For specific information on university entry requirements, visit the University Admissions Centre website <https://www.uac.edu.au/future-applicants/year-10-students>. This will assist you in making choices for HSC studies in preparation for university.

Important things to know:

- ✓ The ATAR is calculated by the university sector and is released by the Universities Admission Centre (UAC).
- ✓ The Higher School Certificate (HSC) is awarded by the NSW Education Standards Authority (NESA)
- ✓ The HSC serves many purposes but the ATAR serves only one – to assist Universities in ranking school leaver applications from across Australia 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 in both school-based assessment and HSC examinations in Year 12 only.
- ✓ The ATAR is a rank. It is not a mark.

Students who do not wish to go to University will not need to select their subjects with an ATAR in mind but should still be careful not to limit their future options.

Assessment and reporting

- The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The Stronger HSC Standards have capped the maximum number of formal assessment tasks to three in Year 11 and four in Year 12. This is designed to help motivate and challenge students to achieve at their highest level and reduce excessive stress.
- School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination alone. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.
- School-based assessment tasks will contribute to 50% of your HSC mark. The other 50% will come from the HSC examination.
- For VET courses, you are assessed on your competency in performing work-related tasks. This assessment count towards your VET qualification but not towards an HSC mark.
- Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you 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 will correspond to the highest level of achievement.

Course: ENGLISH ADVANCED	
2 units for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.</p>	
<p>Main Topics/Themes</p> <p>Year 11 Course Common Module: Reading to Write (40 hours) Module A: Narratives that Shape our World (40 hours) Module B: Critical Study of Literature (40 hours)</p> <p>HSC Course Common Module: Texts and Human Experiences (30 hours) Module A: Textual Conversations (30 hours) Module B: Critical Study of Literature (30 hours) Module C: The Craft of Writing (30 hours – studied concurrently with other modules and standalone unit)</p>	
<p>Particular Course Requirements</p> <p>Across Stage 6 the selection of texts will give students experience of:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • texts with a wide range of cultural, social and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate 	
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017</p>	

Course: ENGLISH EXTENSION 1	
1 unit for each of Year 11 and HSC	Board Developed Course
<p>Course Description</p> <p>The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts across a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.</p>	
<p>Main Topics/Themes</p> <p>Year 11 Course Module: Texts, Culture and Value (40 hours) Related Research Project (20 hours)</p> <p>HSC Course Common Module: Literary Worlds with ONE elective option (60 hours)</p>	
<p>Particular Course Requirements</p> <p>Across Stage 6 the selection of texts will give students experience of the following:</p> <ul style="list-style-type: none"> • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts • integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate 	
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017</p>	

Course: ENGLISH EXTENSION 2 (only available in Year 12)	
1 unit for HSC only	Board Developed Course
<p>Course Description</p> <p>The English Extension 2 course provides students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.</p>	
<p>Main Topics/Themes</p> <p>HSC Course The Composition Viva Voce Process Major Work Literature Review Critique of the creative process Reflection Statement The Major Work Journal</p>	
<p>Particular Course Requirements</p> <p>Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.</p>	
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017</p>	

Which English Course Should I select?

English Advanced 2 unit

- ✓ Is aimed at the top 30% of students in the state
- ✓ Is an ideal preparation for university, with a strong focus on extended writing
- ✓ Has a stronger focus on literature, across novels, plays, film and poetry, including a compulsory study of Shakespeare
- ✓ Is required for students who wish to complete Extension 1 or Extension 2

English Standard 2 unit

- ✓ Is completed by well over half the state, and is the most common choice of course for students – it is a blend of modern texts (films, novels, plays, poetry) with important skills such as reading and writing
- ✓ Is good preparation for university, TAFE, college, or the workplace

Additional courses:

English Extension 1 - 1 unit

- ✓ Is ideal for those students wishing to complete tertiary studies in literature or the humanities
- ✓ Is ideal for those students with a passion for the subject and for literature in all its forms
- ✓ Requires extensive critical reading and independent investigation.

English Extension 2 - 1 unit

- ✓ Ideal for students who wish to compose their own substantial text (major work)
- ✓ Ideal for students with a passion for literature and particular form and genre
- ✓ Requires intensive critiques of other works and an extensive literature review.

Course: ABORIGINAL STUDIES	
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Preliminary course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.</p> <p>The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.</p>	
<p>Main Topics/Themes</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Part I: Aboriginality and the Land (20%) <ul style="list-style-type: none"> – Aboriginal peoples' relationship to Country – Dispossession and dislocation of Aboriginal peoples from Country and the impact of British colonisation. • Part II: Heritage and Identity (30%) <ul style="list-style-type: none"> – The Dreaming and cultural ownership and the diversity of Aboriginal culture and social life – Impact of colonisation on Aboriginal cultures and families – Impact of racism and stereotyping • Part III: International Indigenous Community: Comparative Study (25%) <ul style="list-style-type: none"> – Location, environment and features of an international Indigenous community – Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity • Part IV: Research and Inquiry Methods: Local Community Case Study (25%) Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information <p>HSC Course</p> <ul style="list-style-type: none"> • Part I – Social Justice and Human Rights Issues (50%) <ul style="list-style-type: none"> A Global Perspective (20%) Global understanding of human rights and social justice AND B Comparative Study (30%) A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence • Part II – Case Study of an Aboriginal community for each topic (20%) <ul style="list-style-type: none"> A Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses OR B Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses • Part III – Research and Inquiry Methods – Major Project (30%) Choice of project topic based on student interest. 	
<p>Particular Course Requirements</p> <p>In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.</p>	
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/aboriginal-studies</p>	

Course: ECONOMICS	
2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life.</p> <p>As a subject, Economics Stage 6 is distinctive because of the range of problems and issues that it investigates and the skills that it develops. A student who has completed the Preliminary and HSC courses should have knowledge and skills enabling them to:</p> <ul style="list-style-type: none"> • comprehend the background and implications of contemporary economic issues • discuss appropriate policies to solve economic problems and issues • understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy • identify fluctuations in the global and Australian economies and their likely effects on business • understand reasons for changes in employment patterns • identify, using economic thinking, appropriate strategies to protect the natural environment. 	
<p>Main Topics/Themes</p> <p>Year 11 Course</p> <p>The Year 11 course is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Much of this behaviour is influenced by the operation of markets. Two key markets, the labour market and the financial market, are examined in detail.</p> <p>HSC Course</p> <p>The HSC course focuses on the management of an economy and is therefore essentially macroeconomic in nature. It examines the external framework in which the Australian economy operates. The course investigates the impact of the global economy on the Australian economy and the link between economic issues and the management of an economy, with specific reference to the Australian economy.</p>	
<p>Particular Course Requirements</p> <p>No special requirements</p>	
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics</p>	

Course: GEOGRAPHY	
2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrate the relevance of geographical study.</p>	
<p>Main Topics/Themes</p> <p>Year 11 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.</p> <p>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.</p> <p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>	
<p>Particular Course Requirements</p> <p>Students complete a senior geography project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and HSC courses.</p>	
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/geography</p>	

Course: LEGAL STUDIES	
2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
<p>Main Topics/Themes</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Part I – The Legal System (40% of course time) • Part II – The Individual and the Law (30% of course time) • Part III – The Law in Practice (30% of course time) <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p> <p>HSC Course</p> <ul style="list-style-type: none"> • Core Part I: Crime (30% of course time) • Core Part II: Human Rights (20% of course time) • Part III: Two options (50% of course time) <p>Two options are chosen from:</p> <ul style="list-style-type: none"> • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter Workplace • World order. <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>	
<p>Particular Course Requirements</p> <p>No special course requirements</p>	
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies</p>	

Course: MODERN HISTORY	
2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.</p> <p>The Year 11 Course is structured to provide students with the opportunity to develop their inquiry skills through an understanding of the work of the historian including interpretation and analysis of sources and applying the methods of collecting evidence to communicate reasoned conclusion.</p> <p>The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world. Students will undertake surveys and focus studies to develop a critical perspective on power and authority in the contemporary world.</p>	
<p>Main Topics/Themes</p> <p>Year 11 Course</p> <p>Part 1: Investigating Modern History (50%) The Nature of Modern History</p> <ul style="list-style-type: none"> • The Contestability of the Past Case Studies: American Civil War and Meiji Period <p>Part II: Historical Investigation (20%)</p> <ul style="list-style-type: none"> • The investigation can be either integrated into any aspect of the Year 11 course or attempted as one project, individually or as part of a group. <p>Part III: The Shaping of the Modern (30%)</p> <ul style="list-style-type: none"> • Shaping the Modern World: World War One <p>HSC Course</p> <p>Part I: Core Study: Power and Authority in the Modern World 1919-1946 (25%)</p> <p>Part II: ONE National Study (25%)</p> <p>Part III: ONE Peace and Conflict topic (25%)</p> <p>Part IV: ONE Change in the Modern World (25%)</p>	
<p>Particular Course Requirements</p> <p>In the Year 11 course, <u>one Case Study</u> must be from Europe, North America or Australia <u>One Case Study</u> must be from Asia, the Pacific, Africa, the Middle East or Central/South America</p> <p>The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.</p>	
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017</p>	

Course: ITALIAN BEGINNERS	
2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Italian Continuers
<p>Course Description</p> <p>Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens. The aim of the Italian Beginners Stage 6 course is to enable students to develop: skills in effective communication, knowledge of the nature of language and the understanding of the interdependence of language and culture.</p>	
<p>Main Topics/Themes</p> <p>Year 11 Course</p> <p>The Preliminary Italian course is organised through the outcomes of: <i>Interacting, Understanding Texts and producing texts</i>.</p> <ul style="list-style-type: none"> • Interpersonal situations: Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in Italian in interpersonal situations • Interpreting texts: Students will interpret and respond to texts, applying their knowledge and understanding of language and culture. • Producing Texts: Students will create and present texts in Italian for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills. <p>HSC Course</p> <p>The HSC Italian course is where students will extend and refine their communication skills in Italian in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture. In the HSC course students continue to refine the language use in context</p>	
<p>Particular Course Requirements</p> <p>No special course requirements</p>	
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/beginners/italian-beginners-syllabus</p>	

Course: JAPANESE BEGINNERS	
2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Japanese Continuers
<p>Course Description</p> <p>In the Preliminary course, students will develop their knowledge and understanding of Japanese. During this course, students must acquire some knowledge of the Japanese language as a system through the seven themes suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing. In the HSC course, students will continue to develop their knowledge and understanding of Japanese through the four skills: listening, speaking, reading and writing. All themes listed in the syllabus must be studied for the HSC. Themes previously studied in the Preliminary course will be studied in greater depth.</p>	
<p>Main Topics/Themes</p> <p>In the Stage 6 course students investigate</p> <ul style="list-style-type: none"> • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations 	
<p>Particular Course Requirements</p> <p>No special course requirements</p>	
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/beginners/japanese-beginners-syllabus</p>	

Course: MATHEMATICS ADVANCED	
2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Standard Mathematics
<p>Prerequisites:</p> <p>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 <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, and the substrands; Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis of Stage 5.3</p>	
<p>Course Description</p> <p>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.</p> <p>All students studying the Mathematics Advanced course will sit for an HSC examination. The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> 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. 	
<p>Main Topics/Themes</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> Functions Trigonometric functions and identities Calculus: Introduction to differentiation Exponential and logarithmic functions Statistical Analysis Probability and discrete probability distributions <p>HSC Course</p> <ul style="list-style-type: none"> Functions Graphing Techniques Trigonometric Functions Calculus: Differential Calculus Integral Calculus Financial Mathematics Statistical Analysis 	
<p>Particular Course Requirements</p> <p>No specific course requirements</p>	
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017</p>	

Course: MATHEMATICS EXTENSION 1	
1 unit in each of Year 11 (<i>Year 11 Mathematics Extension</i>) and HSC Board Developed Course	Exclusions: Standard Mathematics
<p>Prerequisites:</p> <p>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 <i>Mathematics Years 7–10 Syllabus</i>. 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 and Circle Geometry.</p>	
<p>Course Description:</p> <p>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.</p> <ul style="list-style-type: none"> All students studying the Mathematics Extension 1 course will sit for an HSC examination. The study of Mathematics Extension 1 in Stage 6: <ul style="list-style-type: none"> 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. 	
<p>Main Topics/Themes</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> Functions Trigonometric Functions Calculus Combinatorics <p>HSC Course</p> <ul style="list-style-type: none"> Proof Vectors Trigonometric Functions Calculus Statistical Analysis 	
<p>Particular Course Requirements</p> <p>No specific course requirements</p>	
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017</p>	

Course: SOFTWARE DESIGN AND DEVELOPMENT	
2 units for each of Year 11 and HSC Board Developed Course	Exclusions: Nil
<p>Course Description The Software Design and Development Stage 6 Syllabus is designed to develop in students the knowledge, understanding, skills and values to solve problems through the creation of software solutions.</p> <p>Students will develop:</p> <ul style="list-style-type: none"> • Knowledge and understanding about how software solutions utilise and interact with other elements of computer systems • Knowledge and understanding of the historical developments that have led to current practices in software design and development, and of emerging trends and technologies in this field • Knowledge and understanding of legal, social and ethical issues and their effect on software design and development • Skills in designing and developing software solutions • Skills in management appropriate to the design and development of software solutions • Skills in teamwork and communication associated with the design and development of software solutions. 	
<p>Main Topics/Themes</p> <p>Year 11 Course Concepts and Issues in the Design and Development of Software</p> <ul style="list-style-type: none"> • Social and Ethical Issues • Hardware and Software • Software development approaches <p>Introduction to Software Development</p> <ul style="list-style-type: none"> • Defining and understanding the problem and planning and designing software solutions • Implementing software solutions • Testing and evaluating software solutions • Maintaining software solutions <p>Developing Software solutions</p> <p>HSC Course Development and Impact of Software Solutions</p> <ul style="list-style-type: none"> • Social and ethical issues • Application of software development approaches <p>Software Development Cycle</p> <ul style="list-style-type: none"> • Defining and understanding the problem • Planning and designing software solutions • Implementation of software solutions • Testing and evaluation of software solutions • Maintaining software solutions <p>Developing a Solutions Package</p> <p>Options</p> <ul style="list-style-type: none"> • Option 1: Programming Paradigms • Option 2: The interrelationship between software and hardware 	
<p>Particular Course Requirements No specific course requirements</p>	
<p>Syllabus link https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/software-design-development</p>	

Course: MATHEMATICS EXTENSION 2 (Only available in Year 12)	
1 unit in the HSC year	Exclusions: Standard Mathematics
<p>Prerequisites:</p> <p>The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.</p>	
<p>Course Description:</p> <p>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.</p> <p>All students studying the Mathematics Extension 2 course will sit for an HSC examination.</p> <p>The study of Mathematics Extension 2 in Stage 6:</p> <ul style="list-style-type: none"> 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. 	
<p>Main Topics/Themes</p> <p>Year 11 Course</p> <p>This course is only studies in Year 12</p> <p>HSC Course</p> <ul style="list-style-type: none"> Proof Vectors Complex Numbers Calculus Mechanics Applications of Calculus to Mechanics 	
<p>Particular Course Requirements</p> <p>No specific course requirements</p>	
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-2017</p>	

Course: Agriculture
2 units for each of Year 11 and HSC Board Developed Course
<p>Course Description</p> <p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>
<p>Main Topics/Themes</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Overview • The farm case study • Plant production • Animal production <p>HSC Course</p> <ul style="list-style-type: none"> • Plant/Animal production • Farm product study • One Elective from <ul style="list-style-type: none"> ○ Agri-food, fibre and fuel technologies ○ Climate challenge ○ Farming for the 21st century
<p>Particular Course Requirements</p> <p>Practical experiences should occupy a minimum of 30% of course time.</p>
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/agriculture-syllabus</p>

Course: BIOLOGY

2 units for each of Year 11 and HSC Board Developed Course

Course Description

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

Main Topics/Themes

Biology students investigate:

Year 11 Course

- How to distinguish between different cell types and how cells coordinate activities in relation to their internal and external environment
- The structure of multicellular organisms and how those structures relate to function in body systems
- How environmental pressures promote biodiversity and evolutionary change
- What is the relationship between evolution and biodiversity
- How human activity impact on an ecosystem

HSC Course

- How reproduction ensure the continuity of species
- How genes are replicated and transfer to the next generation
- The importance of the synthesis of proteins
- How to compare the genetics of different species in terms of genetic patterns transfer to the next generation
- The role of mutations in a population
- How genetic techniques affects biodiversity
- The transmission of diseases
- How the immune system responds to diseases
- How the spread of diseases is controlled
- The analysis of epidemiological studies
- How diseases can be prevented and treated

Particular Course Requirements

In both years, a compulsory depth study has to be carried out as an independent investigation. The depth study takes 15 hours of the course.

Syllabus link

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

Course: CHEMISTRY
2 units for each of Year 11 and HSC Board Developed Course
<p>Course Description</p> <p>The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.</p>
<p>Main Topics/Themes</p> <p>In the Stage 6 Chemistry course</p> <p>Chemistry students investigate:</p> <ul style="list-style-type: none"> • Classification and separation of substances based on properties • The nature of atoms and elements and how they differ • Patterns and properties that make up the Periodic Table • Bonding of atoms into compounds and pure elements • The intricacies of chemical reactions and their variety • The mole concept and concentration including molarity • Ideal Gas Law • Reaction rate and energy transformations • Reversible reactions and factors that affect equilibrium • Acids and bases and their properties and reactions • Organic chemistry nomenclature, reactivity and uses • Properties and uses of polymers • Analysis of substances using spectroscopy and other qualitative and quantitative measures
<p>Particular Course Requirements</p> <p>Students must complete 15 hours of depth study each year.</p>
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017</p>

Course: EARTH AND ENVIRONMENTAL SCIENCE

2 units for each of Year 11 and HSC Board Developed Course

Course Description

The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. Through applying Working Scientifically skills processes, the course aims to examine how earth and environmental science models and practices are used and developed.

Main topics/Themes

In the Stage 6 Earth and Environmental Science course

Earth & Environmental students investigate:

- the internal composition of the Earth
- the properties, formation and transformation of rocks and minerals
- geological dating techniques and the geological timescale
- plate tectonics, volcanism and earthquakes and mountain-building
- energy flows and cycles in the atmosphere, oceans, biosphere and cryosphere
- water resources and their management
- soils and land use
- introduced species
- changes in the Earth's geosphere, atmosphere, biosphere and hydrosphere through geological time
- fossils and stratigraphy
- natural disasters
- climate change

Particular Course Requirements

Students must complete 15 hours of depth study each year

Syllabus link

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/earth-and-environmental-science-2017>

Course: PHYSICS
2 units for each of Year 11 and HSC Board Developed Course
<p>Course Description</p> <p>The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.</p>
<p>Main Content/Themes</p> <p>In the Stage 6 Physics course</p> <p>Physics students investigate:</p> <ul style="list-style-type: none"> • how objects move and respond to forces in one and two dimensions • the nature of waves and the transfer of energy between objects • the properties of electricity and magnetism • electrical circuits and their applications • the interactions between charged particles and electrical and magnetic fields • electrical motors, generators and transformers • the nature of electromagnetic radiation and its applications for investigating the universe • Einstein's Special Theory of Relativity • the nature of gravity and its influence on objects on Earth and in space • the nature of matter including atoms, sub-atomic particles and nuclear energy • the origins of the Universe
<p>Particular Course Requirements</p> <p>Students must complete 15 hours of depth study each year.</p>
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017</p>

Course: SCIENCE EXTENSION (Only available in Year 12)	
1 unit for HSC only	Exclusions: Nil
<p>Course Description</p> <p>Science Extension focuses on the scientific process. In this course, students will learn about the scientific process by engaging in a scientific research project. They will document their research experience in a research portfolio, and produce a scientific research report that highlights their findings.</p>	
<p>Main Topics/Themes</p> <p>Year 11 Course</p> <p>This course is only studies in Year 12</p> <p>HSC Course</p> <p>Students in science extension:</p> <ul style="list-style-type: none"> • Evaluate how philosophical arguments influenced the development of modern scientific research • Discuss what influences scientific thinking • Follow the scientific research process to develop their own investigation • Collect data-based evidence to answer their own inquiry question • Statistically analyse big data sets and their own data for their investigation • Assess how evidence-based decision affect the research process • Develop a portfolio of their own research • Create a written research paper to be submitted to NESA <p>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 reports</p>	
<p>Particular Course Requirements</p> <p>Prerequisite courses for entry into 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.</p> <p>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.</p>	
<p>Syllabus link</p> <p>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/science-extension-syllabus</p>	