



Lithgow
HIGH SCHOOL

In pursuit of excellence for all

Stage 6 Subject Selection Book Year 11 2026

IMPORTANT NOTE FOR STUDENTS AND PARENTS

The inclusion of a course in this booklet does not constitute a guarantee that it will run in 2026.

Courses will only commence if a sufficient number of students select them, and if aligns with the schools' strategic directions. This not only means that any course may be cancelled before the end of 2025, but also that it could be cancelled at the start of next year if the number of students starting Year 11 in 2026 is lower than expected.

It is also possible that timetable restrictions might affect students' subject selections, since it is impossible for any school to create a timetable which can offer every student all possible combinations of subjects he or she may choose. Consequently, students could find a timetable clash preventing them accessing all the subjects they want, even if those subjects run in 2026.

Students are advised to discuss their options and possible clashes as soon as possible.

ACCESS TO NESA SYLLABUS DOCUMENTS

The information presented herein is subject to change, please access the following links for the latest updates.

- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

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ELIGIBILITY REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE

To be eligible for the HSC, you must fulfil the following criteria:

- Satisfactorily complete Years 9 and 10 or obtain equivalent qualifications recognised by the NSW Education Standards Authority (NESA).
- Attend a government school, an accredited non-government school, a NESA recognised school outside NSW, or a TAFE college.
- Successfully complete the [HSC: All My Own Work](#) program (or its equivalent) before submitting any work for Preliminary or HSC courses. You do not need to do if you're only enrolled in Year 11 and Year 12 Life Skills courses.
- Satisfactorily complete the required courses as part of the specified study patterns.
- Sit for and make a serious attempt at the HSC exams as required.
- Meet the [HSC minimum standard of literacy and numeracy](#) within 5 years of starting your HSC course.

UNDERSTANDING STUDY PATTERNS AND COURSE REQUIREMENTS

To meet HSC requirements, you must:

- complete at least 12 units of Preliminary courses and 10 units of HSC courses, including English
- Most HSC courses are worth 2 units
- you need to satisfactorily complete the Preliminary course (usually in Year 11) before you can start the corresponding HSC course (usually in Year 12).

TYPES OF HSC COURSES:

1. Board Developed Courses

Board Developed Courses are the large number of courses set and examined by NESA that can contribute to the calculation of the ATAR. These include:

- General Education Courses
- VET Industry Curriculum Framework Courses
- Life Skills Courses (not examined).

2. Board Endorsed Courses

Board Endorsed Courses count towards the HSC but do not have a HSC exam and do not contribute towards the calculation of the ATAR. These include:

- Content Endorsed Courses
- VET Board Endorsed Courses
- School developed Board Endorsed Courses
- University developed Board Endorsed Courses.

3. Vocational and Educational Training (VET) Framework Courses

VET courses contribute towards the HSC credential and Australian Qualifications Framework (AQF) VET qualification. They are recognised by industry and employers throughout Australia. Board Developed VET courses have an optional HSC exam that means students who choose to sit the exam, the results may also contribute to the calculation of your ATAR. Check with your school about whether this will be possible for you. VET courses can be studied either at school or through TAFE NSW and other training providers. Students will need to check with the school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the workplace.

LIFE SKILLS

Students with learning difficulties can pursue their HSC through Life Skills courses. They have specific entry requirements, and while they don't count towards an ATAR, students still need to meet general eligibility and study patterns to earn the HSC. Speak with the Deputy Principal or Careers Adviser to find out more.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The ATAR is a number between 0 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the Year 12 which assists universities in ranking applicants for university selection. The top scorers will receive a rank of 99.95 and all other candidates will be ranged below that number.

The ATAR is calculated from a student's TEN best Board Developed units in the Year 12, subject to the following restrictions:

- Two units of English must be included (even if that is a student's worst subject).
- A student's pattern of courses must contain at least three courses of two units or greater and at least four subjects.

Information on the ATAR scores required for entry to university courses is contained in the Universities Admissions Centre (UAC) Handbook. Copies of this book can be borrowed from the Careers office or the school library.

CHANGES TO THE ATAR COURSE CATEGORIES

From 2026, any course that schools offer with an HSC exam can count towards the calculation of the ATAR. This categorisation change is a university measure, not a school-based or NESA policy. Schools retain oversight and responsibility for their school's subject offerings.

This reform will:

- improve student choice, with more students able to select a course of study that recognises a breadth of applied and academic learning
- strengthen the value and recognition of VET
- reduce the barriers of HSC VET examination.

- The ATAR will continue to be calculated on 2 units of English, plus the 8 best units.
- To satisfy the compulsory English aspect of the HSC, there are four English courses: English Advanced, English Standard, English Studies, and English EAL/D.
- The mathematics courses that can contribute to an ATAR are Mathematics Advanced and Mathematics Standard 2.

SCHOOL CONTRIBUTION AND COURSE COSTS

- The School Contribution for Stage Six students, as determined by the Finance Committee, is \$80.00. There is also a booklet fee of \$2.00 and \$4.00 respectively for the Year 11 and Year 12 examinations.
- Some courses require additional materials to achieve the course outcomes. The cost of these additional materials must be met by the student. These costs are stated in each course description.
- By enrolling in courses with subject fees, students, parents and carers are entering an agreement to pay these course costs.

SUBJECT SELECTION

- This year, students' subject selections will be made online. Please see the instructions on pages 66 - 69 of this book.

COURSE FEES

BOARD DEVELOPED COURSES

| Subject | Code | Cost |
|---------------------------------|-------|-------|
| Aboriginal Studies | 11000 | |
| Agriculture | 11010 | \$50 |
| Ancient History | 11020 | |
| Biology | 11030 | |
| Business Studies | 11040 | |
| Chemistry | 11050 | |
| Community & Family Studies | 11060 | |
| Dance | 11070 | |
| Design & Technology | 11080 | \$60 |
| Drama | 11090 | \$20 |
| Earth and Environmental Science | 11100 | |
| Engineering Studies | 11120 | \$20 |
| English Advanced | 11140 | |
| English EAL/D | 11165 | |
| English Extension 1 | 11150 | |
| English Standard | 11130 | |
| English Studies | 30105 | |
| Food Technology | 11180 | \$100 |
| Geography | 11190 | |
| | | |

| Subject | Code | Cost |
|------------------------------------|-----------|-------|
| Health & Movement Science | TBA | |
| History Extension 1 (Year 12) | 15280 | |
| Industrial Technology - Automotive | 11200/812 | \$120 |
| Industrial Technology – Metal | 11200/816 | \$120 |
| Industrial Technology – Timber | 11200/819 | \$120 |
| Legal Studies | 11220 | |
| Mathematics Advanced | 11255 | |
| Mathematics Extension 1 | 11250 | |
| Mathematics Extension 2 (Year 12) | 15260 | |
| Mathematics Standard 1 | 11236 | |
| Mathematics Standard 2 | 11236 | |
| Modern History | 11270 | |
| Music 1 | 11280 | \$20 |
| Physics | 11310 | |
| Science Extension (Year 12) | 15345 | |
| Society and Culture | 11330 | \$10 |
| Studies of Religion I | 11350 | |
| Visual Arts | 11380 | \$50 |
| | | |

CONTENT ENDORSED COURSES

| Subject | Code | Cost |
|--|-------|------|
| Exploring Early Childhood | 31010 | |
| Photography, Video and Digital Imaging | 35226 | \$50 |
| Sports, Lifestyle & Recreation Studies | 35015 | |
| | | |

VOCATIONAL EDUCATION TRAINING (VET) FRAMEWORK COURSES

| Subject | Code | Cost |
|---|------|----------|
| BSB30120 Certificate III in Business – Business Services | | \$50/yr |
| CPC20220 Certificate II in Construction Pathways & CPC20120 Statement of Attainment towards Certificate II in Construction – Construction | | \$100/yr |
| SIT20421 Certificate II in Cookery – Hospitality | | \$100/yr |
| ICT30120 Certificate III in Information Technology – Information and Digital Technology | | \$25/yr |
| MEM10119 Certificate I in Manufacturing and Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways | | \$100/yr |
| SIR30216 Certificate II in Retail – Retail Services | | \$50/yr |



ENGLISH FACULTY - STAGE 6 COURSE DESCRIPTIONS

HEAD TEACHER
Ms. KYLEE BROOKE

Through the study of English in Stage 6 students continue to develop their capacity to understand and use the English language for a variety of purposes and in various textual forms. Students engage with and explore a variety of texts that include widely acknowledged quality literature of past and contemporary societies. Through their responding and composing of both critical and creative texts, students develop an understanding of themselves and of diverse human experiences and cultures. The study of English in Stage 6 provides students with opportunities to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning.

BOARD DEVELOPED COURSES OFFERED IN YEAR 11 AND 12:

- English Standard
- English Advanced
- English Extension 1
- English as an Additional Language or Dialect (via Distance Education)
- English Studies – non ATAR

ADDITIONAL BOARD DEVELOPED COURSES OFFERED IN YEAR 12:

- English Extension 2

ENGLISH STANDARD

2 UNITS

BOARD DEVELOPED COURSE

ATAR

COURSE OVERVIEW

The *English Standard 11–12 Syllabus* provides students who have a diverse range of literacy skills with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. Students engage with texts that include quality literature from the past, and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, cultural, historical and workplace contexts. Students study, analyse, respond to and compose texts to broaden their perspectives, access information and assess the reliability of representations.

YEAR 11 – COURSE DESCRIPTION AND MODULES

- Content common to the English Standard, English Advanced and English Studies courses is undertaken through a unit of study called Reading to Write: Transition to Senior English. Students explore short quality texts and consolidate skills required for senior study.
- In two additional modules: Close Study of Literature, and Contemporary Possibilities students explore and examine texts and analyse aspects of meaning.

YEAR 12 – COURSE DESCRIPTION AND MODULES

- The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.

COURSE REQUIREMENTS

In the Year 11 course, students are required to study:

- one complex multimodal or digital text in Module A, Contemporary Possibilities. 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 texts and textual forms.

In the Year 12 course, 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 teacher selected texts in Module C: The Craft of Writing

COURSE EXCLUSIONS

English Advanced / English EAL/D / English Extension 1 / English Extension 2 / English Studies / English Life Skills

ENGLISH ADVANCED

2 UNITS

BOARD DEVELOPED COURSE

ATAR

COURSE OVERVIEW

The *English Advanced 11–12 Syllabus* is designed for students who have a particular interest and ability in a subject that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse, evaluate and respond imaginatively and critically to literary texts drawn from a range of contexts and cultures, including literature from the past and present and from Australia. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing world.

Students extend and deepen their ability to use language in nuanced, inventive and complex ways to express experiences, ideas and perspectives. They refine their understanding of the relationship between language, texts, context and meaning. Students extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes.

YEAR 11 – COURSE DESCRIPTION AND MODULES

- Content common to the English Standard, English Advanced and English Studies 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 in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

YEAR 12 – COURSE DESCRIPTION AND MODULES

- The Year 12 Common Content consists of one module Texts and Human Experiences which is common to the Year 12 standard and the Year 12 Advanced a courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

COURSE REQUIREMENTS

In the Year 11 course, 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 texts and textual forms.

In the Year 12 course, 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 teacher selected texts in Module C: The Craft of Writing

COURSE EXCLUSIONS

English Standard / English EAL/D / English Studies / English Life Skills

| | | | |
|---------------------|--------|------------------------|------|
| ENGLISH EXTENSION 1 | 1 UNIT | BOARD DEVELOPED COURSE | ATAR |
|---------------------|--------|------------------------|------|

COURSE OVERVIEW

The *English Extension 1 Syllabus* provides students who undertake English Advanced with the opportunity to extend their use of language and self-expression in critical and creative ways. Through engaging with increasingly complex concepts from a range of literary contexts, students refine their understanding and appreciation of literature as the expression and construction of culture.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

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. Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

COURSE REQUIREMENTS

Students are required to study:

- prescribed texts for the elective study which must include two print texts (as outlined in the English Stage 6 Prescriptions)
- related material

PREREQUISITE

Either of the following is a prerequisite for entry into Year 11 English:

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

COREQUISITES

- English Advanced

COURSE EXCLUSIONS

English EAL/D / English Standard / English Life Skills

ENGLISH EXTENSION 2 (YEAR 12)

1 UNIT

BOARD DEVELOPED COURSE

ATAR

COURSE OVERVIEW

There are two components of the Extension 2 Course. These are an Author Study focusing on the concepts of Author and Authority and a Major Work.

YEAR 12 – COURSE DESCRIPTION AND MODULES

Author and Authority: develops their knowledge of literary criticism to support the development of their own independent inquiry. This knowledge supports students to purposefully experiment with textual form and language features in their own critical or creative compositions.

Author study: Students develop their understanding of author and authority by exploring one author study. In their author study, students evaluate the primacy of the author in creating a text's meaning. Students will develop an understanding of the roles of the author and reader as reproducers of ideas, language and texts that are part of a broader literary and theoretical context. They develop their understanding of significant thinkers, theories and movements by exploring an author study.

Major work: The major work is a sustained, cohesive and extended composition that demonstrates mastery of the composition process. Students engage in extensive investigation of a literary subject of their own choosing to evaluate the ways their own creative or critical composition is situated within an established literary and theoretical context.

COURSE REQUIREMENTS

- The course requires students to undertake an Author Study and a composition process in order to complete a Major Work, a Journal and a 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)

PREREQUISITE

Either of the following is a prerequisite for entry into Year 12 English Extension:

- English Extension (1 unit – Year 11) prerequisite for English Extension 1 in Year 12

COREQUISITES

- English Advanced
- English Extension (1 unit – Year 12)

COURSE EXCLUSIONS

English EAL/D / English Standard / English Life Skills

| | | | |
|---|---------|------------------------|------|
| ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) | 2 UNITS | BOARD DEVELOPED COURSE | ATAR |
|---|---------|------------------------|------|

COURSE OVERVIEW

The *English EAL/D 11–12 Syllabus* is designed to support students learning English as an additional language or dialect whose first language is a language or dialect other than Standard Australian English and students whose first language is an Aboriginal or Torres Strait Islander Language, and Aboriginal and/or Torres Strait Islander students whose first language is Aboriginal English. Aboriginal Languages are unique to each Aboriginal Language Group and are in various stages of revival, revitalisation and maintenance. The course is designed to strengthen language knowledge and skills, provide an opportunity to develop students' intellectual, social and emotional development, and understand how meaning is shaped, conveyed, interpreted and reflected.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

- Students study three modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are Reading to Write, Close Study of Text and Texts and Society.

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

- Students study four modules. In the module, Texts and Human Experiences, students analyse and explore texts and apply skills in synthesis.
- Two additional modules, Language Identity Culture and Close Study of Text focus on particular aspects of shaping meaning and assessing the effectiveness of texts for different audiences and purposes.
- The fourth module, Writing, is studied concurrently throughout the year to develop students' understanding and use of language in developing their own written responses.

COURSE REQUIREMENTS

In the Year 11 course, students are required to:

- study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- engage in regular wide reading connected to, and described in, each of the modules
- engage in speaking and listening components in each module.

In the Year 12 course, 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
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- engage in speaking and listening components in each module.

COURSE EXCLUSIONS

All other NESA English courses.

ENGLISH STUDIES

2 UNITS

BOARD DEVELOPED COURSE

NON-ATAR

COURSE OVERVIEW

The English Studies 11–12 Syllabus supports students to refine their knowledge, understanding and skills in English and consolidate their literacy skills to enhance their personal, educational, social and vocational lives.

The syllabus is focused on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend and interpret the ideas, values, language forms, features and structures of texts. They explore texts from a range of everyday, social, cultural, academic, community and workplace contexts. Students can refine their language skills through comprehensive and contemporary language experiences.

COURSE REQUIREMENTS

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

- 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
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

COURSE DESCRIPTION AND MAIN TOPICS

Mandatory Module: Narrative and human experiences

Students develop their knowledge and understanding of human experiences through encounters with narratives. Through their study of ONE prescribed text and a variety of other texts students develop their understanding of what narrative is, how it is constructed, how it is represented and how it is part of our world.

Mandatory Module: Writing for purpose

Students develop their knowledge and skills as writers by engaging with short and extended literary and non-literary texts. They use a range of language features, vocabulary and sentence structures in their own written compositions that are appropriate to particular audiences, purposes and contexts.

Students read at least FOUR short, prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own ideas and written expression.

COURSE EXCLUSIONS

All other NESA English courses.

MATHEMATICS FACULTY - STAGE 6 COURSE DESCRIPTIONS

REL. HEAD TEACHER

MR. ALAN GEORGE

The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically through questioning, communicating, reasoning and reflecting. They promote development of 21st-century knowledge, skills, understanding, values and attitudes and provide challenge. Students generalise, find connections, think critically and creatively, using appropriate technology to support mathematical activity.

BOARD DEVELOPED COURSES OFFERED IN YEAR 11 AND 12:

- Mathematics Standard 1 – non ATAR
- Mathematics Standard 2
- Mathematics Advanced
- Mathematics Extension 1

ADDITIONAL BOARD DEVELOPED COURSES OFFERED IN YEAR 12:

- Mathematics Extension 2

MATHEMATICS STANDARD 1

2 UNITS

BOARD DEVELOPED COURSE

NON-ATAR

COURSE OVERVIEW

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 1, students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Students enrolling in Mathematics Standard 1 do so on the assumption they will not be sitting a HSC Examination for this subject.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

The Mathematics Standard Year 11 course comprises four Topics, with the Topics divided into Subtopics.

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

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic 'Networks'.

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

COURSE REQUIREMENTS

The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1 and elected substrands of Stage 5.2.

COURSE EXCLUSIONS

All other Mathematics Courses

COURSE OVERVIEW

Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

The Mathematics Standard Year 11 course comprises four Topics, with the Topics divided into Subtopics.

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

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic ‘Networks’.

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

COURSE REQUIREMENTS

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 *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of all substrands of Stage 5.1 and elected substrands of Stage 5.2.

COURSE EXCLUSIONS

All other Mathematics Courses

MATHEMATICS ADVANCED

2 UNITS

BOARD DEVELOPED COURSE

ATAR

COURSE OVERVIEW

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 course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

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.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

The Mathematics Advanced Year 11 course content comprises five Topics, with the Topics divided into subtopics.

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

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic ‘Financial Mathematics’ in place of ‘Exponential and Logarithmic Functions’.

- **Functions:** Graphing Techniques
- **Functions:** Trigonometric Functions and Graphs
- **Calculus:** Differential Calculus, The Second Derivative, Integral Calculus
- **Financial Mathematics:** Modelling Financial Situations
- **Statistical Analysis:** Descriptive Statistics and Bivariate Data Analysis, Random Variables

COURSE REQUIREMENTS

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

COURSE EXCLUSIONS

Mathematics Standard, Mathematics Standard 1, Mathematics Standard 2

COURSE OVERVIEW

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

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

All students studying the Mathematics Extension 1 course will sit for an HSC examination.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics.

- **Functions:** Further Work with Functions, Polynomials
- **Trigonometric Functions:** Inverse Trigonometric Functions, Further Trigonometric Identities
- **Calculus:** Rates of Change
- **Combinatorics:** Working with Combinatorics

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

The Mathematics Extension 1 Year 12 course content includes the Topics ‘Trigonometric Functions’ and ‘Calculus’ continued from Year 11 and introduces three different topics:

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

COURSE REQUIREMENTS

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 *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.

COREQUISITES

Mathematics Advanced (2 units – Year 11 and 12).

COURSE EXCLUSIONS

Mathematics Standard Year 11 / Mathematics Standard 1 Year 12 / Mathematics Standard 2 Year 12 / Mathematics Life Skills Year 11 and 12.

COURSE OVERVIEW

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.

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

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

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

COURSE REQUIREMENTS

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

- Mathematics Advanced (2 units – Year 11)
- Mathematics Advanced (2 units – Year 12)
- Mathematics Extension (1 unit – Year 11)
- Mathematics Extension 1 (1 unit – Year 12)

COURSE EXCLUSIONS

Mathematics Standard Year 11 / Mathematics Standard 1 Year 12 / Mathematics Standard 2 Year 12 / Mathematics Life Skills Year 11 and 12.

SCIENCE FACULTY - STAGE 6 COURSE DESCRIPTIONS

REL. HEAD TEACHER

MR. ROD LEWIS

The suite of Science courses is designed to extend and provide authentic and relevant learning experiences for NSW students.

The courses are rigorous and designed to prepare students for a future in STEM learning and enterprises. The depth studies within these exciting, revitalised courses provide opportunities for students to consolidate their learning, develop competence and express their creativity.

BOARD DEVELOPED COURSES OFFERED IN YEAR 11 AND 12:

- Agriculture
- Biology
- Chemistry
- Earth and Environmental Science
- Physics
- Extension Science

| | | | |
|-------------|---------|------------------------|------|
| AGRICULTURE | 2 UNITS | BOARD DEVELOPED COURSE | ATAR |
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COURSE OVERVIEW

This course provides students with the opportunity to study the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. It places greater emphasis on farm management to maximise productivity and environmental sustainability. This is an 'on-farm', environment-oriented course. A Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

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.

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

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.

CORE (80%)

- Plant/Animal Production (50%)
- Farm Product Study (30%)

ELECTIVE (20%): ONE of the following electives:

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

COURSE REQUIREMENTS

Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time.

COURSE EXCLUSIONS

Agriculture Life Skills / Technology Life Skills (where Agriculture is undertaken within the course)

COURSE OVERVIEW

This course provides students with the opportunity to learn about variations in the structures and functions of organisms and provides an understanding of the effects of the environment on living things. Students investigate reproduction, inheritance patterns and the causes of genetic variation. Applications of this knowledge in biotechnology and genetic technologies are explored.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

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 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 – COURSE DESCRIPTION AND MAIN TOPICS

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 treatment, prevention and control of infectious and non-infectious diseases.

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.

COURSE EXCLUSIONS

Living World Science Life Skills

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| CHEMISTRY | 2 UNITS | BOARD DEVELOPED COURSE | ATAR |
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COURSE OVERVIEW

This course provides students with the opportunity to develop their knowledge, understanding and skills in relation to properties and structures of matter and a variety of chemical reactions incorporating organic compounds and acid/base equilibrium reactions.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

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.

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

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

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.

- **Module 5** Equilibrium and Acid Reactions
- **Module 6** Acid/base Reaction
- **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.

COURSE EXCLUSIONS

Chemical World Science Life Skills

EARTH AND ENVIRONMENTAL SCIENCE

2 UNITS

BOARD DEVELOPED COURSE

ATAR

COURSE OVERVIEW

This course provides students with the opportunity to learn about the compositional layers of the Earth and investigate how processes of plate tectonics, the formation of water and the introduction of life interact with different spheres and climate.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth's resources and its surface.

- **Module 1** Earth's Resources
- **Module 2** Plate Tectonics
- **Module 3** Energy Transformations
- **Module 4** Human Impacts

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

- **Module 5** Earth's Processes
- **Module 6** Hazards
- **Module 7** Climate Science
- **Module 8** Resource Management

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.

COURSE EXCLUSIONS

Earth and Space Life Skills

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|---------|---------|------------------------|------|
| PHYSICS | 2 UNITS | BOARD DEVELOPED COURSE | ATAR |
|---------|---------|------------------------|------|

COURSE OVERVIEW

This course provides students with the opportunity to develop their knowledge, understanding and skills relevant to the study of motion. Students examine energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

The Year 11 course develops students' 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.

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

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

- **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.

COURSE EXCLUSIONS

Physical World Science Life Skills

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|--|--------|------------------------|------|
| SCIENCE EXTENSION | 1 UNIT | BOARD DEVELOPED COURSE | ATAR |
| COURSE OVERVIEW | | | |
| 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. This research report can be published in <i>The Journal of Science Extension Research</i> , produced by the NSW Department of Education. | | | |
| YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS | | | |
| Science Extension offers students with a passion for science the opportunity to explore knowledge construction through scientific inquiry, undertake high-level authentic scientific research, communicate findings and propose further research. | | | |
| <ul style="list-style-type: none"> • Module 1 The foundations of scientific thinking • Module 2 The scientific research proposal • Module 3 The data, evidence and decisions • Module 4 The research report | | | |
| COURSE REQUIREMENTS | | | |
| Prior to the HSC examinations, the scientific research report produced by the students will be uploaded to NESA. | | | |
| The Science Extension HSC examination is a two-hour online examination. When logged in to the examination portal, students will be able to access a PDF copy of their scientific research report to help them answer questions. | | | |
| Co-REQUISITES | | | |
| To enrol in Science Extension, you must do the following: | | | |
| <ul style="list-style-type: none"> • Satisfactory completion of at least one Preliminary Science course (Biology, Chemistry, Earth and Environmental Science, Investigating Science, Physics), and • Concurrent studies with, or after satisfactorily completing at least one HSC Science course within the five-year accumulation period. | | | |
| COURSE EXCLUSIONS | | | |
| Life Skills Preliminary and HSC Science courses | | | |

HUMAN SOCIETY AND ITS ENVIRONMENT FACULTY - STAGE 6 COURSE DESCRIPTIONS

HEAD TEACHER

MR. STU HOLT

Human Society and its Environment is the study of how humans interact with the world, how society operates and how it is changing. Through the study of HSIE, students develop the skills to prepare them to actively and responsibly participate as informed citizens in the contemporary world.

BOARD DEVELOPED COURSES OFFERED IN YEAR 11 AND 12:

- Aboriginal Studies
- Ancient History
- Business Studies
- Geography
- Legal Studies
- Modern History
- Society and Culture
- Studies of Religion 1

ADDITIONAL BOARD DEVELOPED COURSES OFFERED IN YEAR 12:

- History Extension 1

ABORIGINAL STUDIES

2 UNITS

BOARD DEVELOPED COURSE

ATAR

COURSE OVERVIEW

This course provides students with opportunities to learn about Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity. Through a historical examination of colonialism, racism and prejudice, legislation and policy, students study the course through the lens of national and international indigenous community experiences. Students demonstrate their understanding of research and inquiry methods through the major project.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

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.

- **Aboriginality and the Land (20%)**
 - Aboriginal peoples' relationship to Country and the dispossession and potential genocide of Aboriginal peoples as a result of British colonisation.
- **Heritage and Identity (30%)**
 - The Dreaming and diversity of Aboriginal cultural and social life
 - The impact of racism and stereotyping on Aboriginal cultures and families
- **International Indigenous Community: Comparative Study (25%)**
 - Comparison of the key features and experiences of an international Indigenous community with an Australian Aboriginal community
- **Research and Inquiry Methods: Local Community Case Study (25%)**
 - Students learn how to communicate, consult and research with Aboriginal peoples

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

The HSC course provides for in-depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students undertake consultation with Aboriginal communities and 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.

- **Social Justice and Human Rights Issues (20%)**
 - Global understanding of human rights and social justice
- **Comparative Study (30%)**
 - A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Employment, Criminal Justice
- **Aboriginality and the Land (20%)**
 - The Land Rights movement and the recognition of native title OR
 - Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity
- **Research and Inquiry Methods – Major Project (30%)**
 - Choice of project topic based on student interest.

COURSE REQUIREMENTS

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

COURSE EXCLUSIONS

Aboriginal Studies Life Skills / Human Society and its Environment Life Skills

COURSE OVERVIEW

This course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through archaeological and written sources, students study of a range of features, people, places, events and developments of the ancient world.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

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

- **Investigating Ancient History** (60 indicative hours)
 - The Nature of Ancient History – at least ONE of the following and TWO case studies:
 - The Investigation of Ancient Sites and Sources
 - Historical Authentication and Reliability
 - The Representation of the Ancient Past
 - Preservation, Conservation and/or Reconstruction of Ancient Sites
 - Cultural Heritage and the Role of Museums
 - The Treatment and Display of Human Remains
- **Features of Ancient Societies** (40 indicative hours) – TWO societies studied
- **Historical Investigation** (20 indicative hours)
 - A topic of student interest.

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

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

- **Core Study:** Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- **Ancient Societies** (30 indicative hours) – ONE society studied
- **Personalities in their Times** (30 Indicative hours) – ONE personality studied
- **Historical Periods** (30 indicative hours) – ONE period studied

COURSE REQUIREMENTS

In the Year 11 course, students undertake at least TWO case studies.

- One must be from Egypt, Greece, Rome or Celtic Europe, and
- One must be from Australia, Asia, the Near East or the Americas.

The Year 12 course requires study from at least two of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

COURSE EXCLUSIONS

Ancient History Life Skills Year 11 and 12 / Human Society and Its Environment Life Skills Year 11 and 12

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|------------------|---------|------------------------|------|
| BUSINESS STUDIES | 2 UNITS | BOARD DEVELOPED COURSE | ATAR |
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COURSE OVERVIEW

This course provides students with the opportunity to develop an understanding and interest in both the theoretical and practical aspects of Business. Students will study the major contemporary issues faced by Business as well as being exposed to the nature of underlying functions of Business. Students will then be in a position to apply their knowledge to problems encountered in the business environment.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

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.

- **Nature of Business** – This topic focus on the attributes of business and the part it plays in the changing economic environment.
- **Business Management** - This topic focuses on the functions of business managers, their responsibilities and how they exercise these.
- **Business Planning** - This topic involves crucial steps in the setting up of a small to medium business and the various strategies that are formulated for its development.

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

This course focuses on the major business functions, using case studies to highlight and embed concepts. It provides a framework for students to investigate contemporary business issues and to draw coherent conclusions. Business Studies encourages the intellectual, social and moral development of students by assisting them to think critically about the role of business and its ethical responsibilities to society.

- **Operations** - Strategies for effective operations management
- **Marketing** - Development and implementation of successful marketing strategies
- **Finance** - Financial information in the planning and management of business
- **Human Resources** - Human resource management and business performance

COURSE REQUIREMENTS

Nil

COURSE EXCLUSIONS

Business and Economics Life Skills Year 11 and 12 / Human Society and Its Environment Life Skills Year 11 and 12

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|-----------|---------|------------------------|------|
| GEOGRAPHY | 2 UNITS | BOARD DEVELOPED COURSE | ATAR |
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COURSE OVERVIEW

This course provides students with opportunities to investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and actions that can be taken to shape future society. Through fieldwork and a variety of case studies about biophysical and human geography issues, students develop their knowledge and understanding about the spatial and ecological dimensions of geography.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

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

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

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

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

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

COURSE REQUIREMENTS

Students complete a Senior Geography Project (SGP) in the Preliminary course and 12 hours of fieldwork are mandatory in both the Preliminary and HSC courses.

COURSE EXCLUSIONS

Geography Life Skills Year 11 and 12 / Human Society and its Environment Life Skills Year 11 and 12

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|---------------|---------|------------------------|------|
| LEGAL STUDIES | 2 UNITS | BOARD DEVELOPED COURSE | ATAR |
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COURSE OVERVIEW

This course provides students with a lens through which they can develop their knowledge and understanding of the functions of law and the process of making and reforming laws. Particular emphasis is paid to Australian and International legal systems and their historical development. Students will spend their lives interacting, on various levels, with the law so it is essential that they develop a framework of understanding and an ability to critically analyse areas of law, justice and human rights.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

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.

- **Part I** – The Legal System
- **Part II** – The Individual and the Law
- **Part III** – The Law in Practice

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.

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

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.

- **Core Part I:** Crime
- **Core Part II:** Human Rights
- **Part III:** 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.

COURSE REQUIREMENTS

Nil

COURSE EXCLUSIONS

Citizenship and Legal Studies Life Skills Year 11 and 12 / Human Society and its Environment Life Skills Year 11 and 12

COURSE OVERVIEW

This course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Through various sources, students study a range of people, ideas, movements, events and developments that have shaped the modern world.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

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.

- **Investigating Modern History: Representations and Commemorations of the Past** - Students study how history is represented and commemorated in media, specifically through film studies of the 1917 and *All Quiet on the Western Front*, in conjunction with the unit studying WWI.
- **Case Study B: The Origins of the Arab-Israeli Conflict** - Students study how the stage was set for continuing conflict in the Middle East, following the mandate system implemented after WWI, to the end of WWII and the creation of the State of Israel.
- **Historical Investigation** - Students are given the opportunity to undertake a research task culminating in an extended response, on a Modern History topic of their own choice.
- **The Shaping of the Modern World: WWI** - Students do an in-depth study on the causes, course and consequences of WWI. This unit is designed to set students up for success in their first unit of Year 12, Power and Authority in the Modern World: 1919-1946.

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

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 from 1919 to 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.

- **Core Study: Power and Authority in the Modern World: 1919-1946** - In this unit students discover how dictators were able to not only come to power, but thrive in the years between world wars, with a particular focus on the Nazi regime in Germany.
- **National Study: Russia: 1917-1941** - This study overlaps with the Core Study, and complements the students prior learning relating to dictatorships, with a particular focus on Stalinist Russia to 1941, the beginning of the USSR's involvement in WWII.
- **Change in the Modern World: Changing World Order** - This unit complements the students' study in the Gulf study and looks at the changes in the geopolitical influence of America, Russia, Middle Eastern nations, and China. (specific units are subject to change)

COURSE REQUIREMENTS

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. In the Year 12 course, students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.

COURSE EXCLUSIONS

Modern History Life Skills Year 11 and 12, Human Society and Its Environment Life Skills Year 11 and 12.

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| SOCIETY AND CULTURE | 2 UNITS | BOARD DEVELOPED COURSE | ATAR |
|---------------------|---------|------------------------|------|

COURSE OVERVIEW

This course provides students with opportunities to develop social and cultural literacy and understand how interactions shape human behaviour. Drawing on cross-disciplinary concepts and social and cultural research methods, students undertake research in an area of particular interest to them and present their findings for external assessment in the Personal Interest Project (PIP).

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

- 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

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

CORE

- Social and Cultural Change
 - The nature of social and cultural continuity and change and as well as application of research methods and social theory to a selected country study
- Personal Interest Project
 - An individual research project

DEPTH STUDIES

Two to be chosen from:

- Popular Culture
 - The interconnection between popular culture, society and the individual
- Beliefs Systems and Knowledge
 - The relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion
 - The relationship of belief systems and ideologies to culture and identity
- Social Conformity and Non-Conformity
 - The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours

COURSE REQUIREMENTS

Completion of the Personal Interest Project.

COURSE EXCLUSIONS

Society and Culture Life Skills Year 11 and 12 / Human Society and its Environment Life Skills Year 11 and 12

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|-----------------------|--------|------------------------|------|
| STUDIES OF RELIGION 1 | 1 UNIT | BOARD DEVELOPED COURSE | ATAR |
|-----------------------|--------|------------------------|------|

COURSE OVERVIEW

This course provides students with opportunities to develop their 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.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

- **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
 - beliefs and religious expression in Australia today.
- **Depth Studies on Christianity and Islam**
 - Origins
 - Principal beliefs
 - Sacred texts and writings
 - Core ethical teachings
 - Personal devotion/expression of faith/observance

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

- **Religion and Belief Systems in Australia post-1945**
 - Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- **Depth Studies on Christianity and Islam**
 - Significant people and ideas
 - Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
 - Significant practices in the life of adherents.

COURSE REQUIREMENTS

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

COURSE EXCLUSIONS

Studies of Religion I Life Skills / Studies of Religion II / Studies of Religion II Life Skills / Human Society and Its Environment Life Skills / Christian Leadership VET / Christian Ministry and Theology VET

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|-------------------------------|--------|------------------------|------|
| HISTORY EXTENSION 1 (YEAR 12) | 1 UNIT | BOARD DEVELOPED COURSE | ATAR |
|-------------------------------|--------|------------------------|------|

COURSE OVERVIEW

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

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

This course is not offered in Year 11.

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS (60%)

CONSTRUCTING HISTORY

- **Key Questions:**
 - Who are historians?
 - What are the purposes of history?
 - How has history been constructed, recorded and presented over time?
 - Why have approaches to history changed over time?
- **Case Studies:**
 - Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

HISTORY PROJECT

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

COURSE REQUIREMENTS

Students may only undertake History Extension as their 11th unit an ATAR Pattern of Study.

PREREQUISITE

Either of the following is a prerequisite for entry into Year 12 History Extension:

- Ancient History (2 units – Year 11)
- Modern History (2 units – Year 11)

COREQUISITES

Either of the following is a co-requisite for Year 12 History Extension:

- Ancient History (2 units – Year 12)
- Modern History (2 units – Year 12)

COURSE EXCLUSIONS

Ancient History Life Skills / Modern History Life Skills / Human Society and its Environment Life Skills

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION FACULTY - STAGE 6 COURSE DESCRIPTIONS

HEAD TEACHER
MR. SHANE CONROY

The Stage 6 PDHPE courses aims to deepen understanding of health, wellbeing, physical activity, families and communities. Courses offer engaging, real-world learning experiences, preparing students for careers in health, fitness, education, community services and sports coaching and management.

BOARD DEVELOPED COURSES OFFERED IN YEAR 11 AND 12:

- Community and Family Studies
- Health and Movement Science

CONTENT ENDORSED COURSES OFFERED IN YEAR 11 AND 12:

- Exploring Early Childhood
- Sports, Lifestyle and Recreation

COMMUNITY AND FAMILY STUDIES

2 UNITS

BOARD DEVELOPED COURSE

ATAR

COURSE OVERVIEW

This course provides students with the opportunity to develop their understanding of the diverse nature and interdependence of families and communities within Australian society. It helps students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

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

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

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

Year 12 Modules – Students will study ONE of the following (25%):

- **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.

COURSE REQUIREMENTS

The Preliminary course consists of three mandatory modules and the indicative course time allocated to their study.

The HSC course consists of three mandatory modules representing 75 per cent of course time. An options component representing 25 per cent of course time includes three modules of which students are to study only one.

Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

COURSE EXCLUSIONS

Community and Family Studies Life Skills

EXPLORING EARLY CHILDHOOD

2 UNITS

CONTENT ENDORSED COURSE

NON-ATAR

COURSE OVERVIEW

Our society is increasingly recognising that children's experiences in the early childhood years form the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

COURSE DESCRIPTION AND MAIN TOPICS

Through the study of Exploring Early Childhood, students learn to develop:

- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact on young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction, research and analysis and decision-making and evaluation
- respect for the individuality and uniqueness of young children and their families
- an appreciation of the value and importance of supportive and responsible relationships with young children.

COURSE REQUIREMENTS

The course comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. Fourteen optional modules are included in this course.

The time allocated to each optional module is flexible within the range of 15–30 hours depending on the number of units for the course and the way in which the course is delivered.

COURSE EXCLUSIONS

Nil

HEALTH AND MOVEMENT SCIENCE

2 UNITS

BOARD DEVELOPED COURSE

ATAR

COURSE OVERVIEW

Health and Movement Science builds on the foundational knowledge, understanding and skills developed in the PDHPE K–10 course. This syllabus is underpinned by the 5 propositions.

Health and Movement Science is to develop in each student a capacity to think about and act critically in regard to key issues related to health and movement. This enables them to make informed decisions that contribute to healthy and active lifestyles for individuals and communities, and support wellbeing.

Where appropriate, case studies, practical application and research skills are to be integrated throughout student learning in Health for Individuals and Communities, The Body and Mind in Motion, the Collaborative Investigation and the Depth Studies.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

- Health for Individuals and Communities
- The Body and Mind in Motion
- Collaborative Investigation
- Depth Studies

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

- Health in an Australian and Global context
- Training for improved performance
- Depth Studies

COURSE REQUIREMENTS

In addition to core studies, students are required to complete a minimum of two depth studies in both the year 11 and 12 course.

COURSE EXCLUSIONS

Health and Movement Science Life Skills (Year 11 and 12, 2 units)

SPORT, LIFESTYLE & RECREATION STUDIES

2 UNITS

CONTENT ENDORSED COURSE

NON-ATAR

COURSE OVERVIEW

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

YEAR 11 – 12 COURSE DESCRIPTION AND MAIN TOPICS

Through the study of Sport, Lifestyle and Recreations course, students learn to develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that affect quality of performance
- an ability to analyse and implement strategies to promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration) such as:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sport
- Sports Administration
- Sports Coaching and Training

COURSE REQUIREMENTS

The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component.

COURSE EXCLUSIONS

Nil

TECHNOLOGY AND APPLIED SCIENCE FACULTY - STAGE 6 COURSE DESCRIPTIONS

HEAD TEACHER
MR. ROB MENDHAM

Through the study of technology courses, students engage in a diverse range of practical experiences and develop knowledge and understanding of contemporary and advancing technologies. They develop solutions to identified problems and situations, and explore the impact of technologies on the individual, society and the environment.

BOARD DEVELOPED COURSES OFFERED IN YEAR 11 AND 12:

- Design and Technology
- Engineering Studies
- Food Technology
- Industrial Technology - Automotive
- Industrial Technology - Metals
- Industrial Technology - Timber

DESIGN AND TECHNOLOGY

2 UNITS

BOARD DEVELOPED COURSE

ATAR

COURSE OVERVIEW

This course involves the study of design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. It involves hands-on practical activities which develop knowledge and skills in designing and producing. The course involves the development, realisation and documentation of design projects. The Major Design Project and supporting folio requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

Involves both theory and practical work in designing and producing. The course involves hands-on practical activities which develop knowledge and skills in designing and producing a product, system or environment. This is explored through:

- design theory and practice
- design processes and factors affecting design and producing
- design and production processes, creativity and collaborative design
- environmental and social issues
- project analysis, marketing, research and project management and evaluation
- using resources and communication
- computer-based technologies in industrial and commercial settings including Artificial Intelligence
- manipulation of materials, tools and techniques

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

The HSC course applies the knowledge and understanding of designing and producing from the Preliminary course. This involves the study of:

- innovation and emerging technologies
- a case study of an innovation
- Major Design Project and project folio which addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

COURSE REQUIREMENTS

Year 11 –

- students must participate in hands-on practical activities
- undertake a minimum of two design projects
- record and document projects in a design folio which can take a variety of forms

Year 12 –

- a case study of an innovation
- development and realisation of a Major Design Project (60% of HSC mark)

COURSE EXCLUSIONS

Design and Technology Life Skills / Technology Life Skills

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|---------------------|---------|------------------------|------|
| ENGINEERING STUDIES | 2 UNITS | BOARD DEVELOPED COURSE | ATAR |
|---------------------|---------|------------------------|------|

COURSE OVERVIEW

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

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

Students undertake the study of 4 compulsory modules:

- THREE application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:
 - Engineering Fundamentals
 - Engineered Products and
 - Braking Systems
- ONE focus module relating to the field of Biomedical Engineering.

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

Students undertake the study of 4 compulsory modules:

- TWO application modules relating to the fields of:
 - Civil Structures and
 - Personal and Public Transport
- TWO focus modules relating to the fields of:
 - Aeronautical Engineering and
 - Telecommunications Engineering.

COURSE REQUIREMENTS

In the Preliminary course, students are required to produce a component of an engineering report in Engineering application module 3, Braking Systems, and then a complete engineering report in Engineering focus module 4, Biomedical Engineering.

In the HSC course, students are required to produce **one** engineering report from either of the two engineering application modules, and **one** from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

COURSE EXCLUSIONS

Nil

FOOD TECHNOLOGY

2 UNITS

BOARD DEVELOPED COURSE

ATAR

COURSE OVERVIEW

This course provides students with the opportunity to develop broad knowledge and understanding about nutrition, diet and health in Australia, food availability and selection. Students investigate the Australian Food Industry, the production, processing, packaging, storage and distribution of food and the marketing of food products. Practical skills in developing, experimenting, planning, preparing and presenting food are integrated throughout the course.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

The Year 11 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.

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

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

The Year 12 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.

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

COURSE REQUIREMENTS

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

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

COURSE EXCLUSIONS

Food Technology Life Skills Year 11 and 12 / Technology Life Skills Year 11 and 12

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| INDUSTRIAL TECHNOLOGY AUTOMOTIVE / METAL / TIMBER | 2 UNITS | BOARD DEVELOPED COURSE | ATAR |
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COURSE OVERVIEW

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

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

- **Industry Study (15%)** - structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- **Design (10%)** - elements and principles, types of design, quality, influences affecting design
- **Management and Communication (20%)** - development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer-based technologies
- **Production (40%)** - display a range of skills through the construction of a number of projects
- **Industry Related Manufacturing Technology (15%)** - understanding of a range of materials, processes, tools and equipment, machinery and technologies

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

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

- **Industry Study (15%)**
- **Major Project (60%)** - Design, Management and Communication – Production
- **Industry Related Manufacturing Technology (25%)**

COURSE REQUIREMENTS

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

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

COURSE EXCLUSIONS

Students can only undertake study in 1 focus area (Automotive, Timber or Metal)

CREATIVE AND PERFORMING ARTS FACULTY - STAGE 6 COURSE DESCRIPTIONS

HEAD TEACHER
MS. LAUREN ALDRICK

Study in the Creative Arts provides students with strong discipline based knowledge and the fundamental skills, creative expertise, learning mindset and critical capabilities for the future world of work. Creative Arts students experience and develop the complex skills required to create and test ideas, generate creative works with confidence, shape inquiry and to critically evaluate and reflect on what they do. Study in the Creative Arts prepares students to be significant producers and informed consumers of culture.

BOARD DEVELOPED COURSES OFFERED IN YEAR 11 AND 12:

- Dance
- Drama
- Music 1
- Visual Arts

Content Endorsed Courses Offered in Year 11 and 12:

- Photography, Video, and Digital Imaging

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|-------|---------|------------------------|------|
| DANCE | 2 UNITS | BOARD DEVELOPED COURSE | ATAR |
|-------|---------|------------------------|------|

COURSE OVERVIEW

Dance has been an integral component of every known culture, providing a means of expression and an extension of work and lifestyle patterns. It has accompanied the evolution of humanity as an integral part of the history of human movement, culture and communication. Dance provides a way of knowing about oneself, other people and the world.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

This course provides students with the opportunity to undertake a study of Dance as an art form. Students study three interrelated components; Performance, Composition and Appreciation and develop their understanding of dance practice in relation to a wider appreciation of dance artists and their work. Students undertake an in-depth study of dance in a major study of one of the three components.

Components to be completed are:

- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%) (to be allocated by the teacher to suit the specific circumstances or context of the class).

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

Students continue their study of dance as an artform. They continue core study in the three core components. Students also undertake an in-depth study of dance in one of the major study components, either Performance, Composition, Appreciation or Dance and Technology. The three core study components are each allocated 20 percent of time, and the major study is allocated 40 percent.

- **Core (60%)**
 - Performance (20%)
 - Composition (20%)
 - Appreciation (20%)
- **Major Study (40%)** - Performance or Composition or Appreciation or Dance and Technology.

COURSE REQUIREMENTS

The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses.

The published *Course Prescriptions*, which may change in total or in part every three years, indicate works and artists to be studied in the Year 12 Course in Core Appreciation and Major Study Appreciation.

COURSE EXCLUSIONS

Creative Arts Life Skills / Dance Life Skills

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|-------|---------|------------------------|------|
| DRAMA | 2 UNITS | BOARD DEVELOPED COURSE | ATAR |
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COURSE OVERVIEW

This course provides students with the opportunity to engage in collaborative and individual experiences to develop skills in interpretation, communication, performance and critical analysis. Students engage with the cultural traditions and social contexts of drama and theatre through critical study and experiences in practical workshop activities and performances.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

Students engage with these components through collaborative and individual experiences.

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

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

Australian Drama and Theatre, and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.

Group Performance

Three to six students create a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

Individual Project

Students demonstrate their expertise in a particular area. They choose one project from:

- Critical Analysis
- Design
- Performance
- Scriptwriting
- Video Drama

Topics

- Australian Drama and Theatre (Core)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

COURSE REQUIREMENTS

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

COURSE EXCLUSIONS

Creative Arts Life Skills / Drama Life Skills

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|---------|---------|------------------------|------|
| MUSIC 1 | 2 UNITS | BOARD DEVELOPED COURSE | ATAR |
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COURSE OVERVIEW

This course provides students with the opportunity to study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students nominate three electives made up of any combination of performance, composition and/or musicology which reflect the three topics studied in the HSC course.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

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

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

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

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

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

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

COURSE REQUIREMENTS

The only prerequisite is that Mandatory Music was studied (usually in Year 7/8). Students who study Music for the HSC should already be regularly singing or playing an instrument and be motivated to refine their skills to become a better musician.

COURSE EXCLUSIONS

Music 2 / Music Extension / Creative Arts Life Skills / Music Life Skills

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|--------------------------------------|---------|-------------------------|----------|
| PHOTOGRAPHY, VIDEO & DIGITAL IMAGING | 2 UNITS | CONTENT ENDORSED COURSE | NON-ATAR |
|--------------------------------------|---------|-------------------------|----------|

COURSE OVERVIEW

This course provides students with the opportunity to develop their knowledge, skills and understanding through the making of photographs, and/or film and other time-based works and/or digital images that lead to and demonstrate conceptual and technical accomplishment. Critical and historical investigations of the work of artists/photographers/filmmakers are considered and used to inform student photographic and digital artmaking practices.

YEAR 11 – 12 COURSE DESCRIPTION AND MAIN TOPICS

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

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

Students develop knowledge, understanding and skills through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging. During the course of study, students will study a variety of material that may occasionally include confronting ideas, images, language, and themes. Students are expected to display a level of maturity, respect and cooperation when viewing these in the context of the Art World.

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

- Wet Photography
- Video
- Digital Imaging.

Modules include:

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

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

COURSE REQUIREMENTS

Students are required to keep a diary throughout the course.

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.

VISUAL ARTS

2 UNITS

BOARD DEVELOPED COURSE

ATAR

COURSE OVERVIEW

This course provides students with the opportunity to develop their own artworks, culminating in a 'Body of Work' in the HSC course. Students engage in critical and historical study of the artworld to investigate artists, artworks, worlds and audiences from a range of cultural, political, historical and social perspectives and use these to inform their own artmaking practices.

YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

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

Students learn about:

- 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. During the course of study, students will study a variety of material that may occasionally include confronting ideas, images, language, and themes. Students are expected to display a level of maturity, respect and cooperation when viewing these in the context of the Art World.

YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

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

During the course of study, students will study a variety of material that may occasionally include confronting ideas, images, language, and themes. Students are expected to display a level of maturity, respect and cooperation when viewing these in the context of the Art World.

COURSE REQUIREMENTS

Year 11

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

Year 12

- 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 artmaking, art criticism and art history.

COURSE EXCLUSIONS

Works developed for assessment in any of the Board Endorsed Courses in Ceramics; Photography, Video and Digital Imaging; and Visual Design are not to be used either in full or in part for assessment in Visual Arts.

VOCATIONAL EDUCATION AND TRAINING COURSES – COURSE DESCRIPTIONS

VET COORDINATOR MR. CHRISTOS PAPATHANASIOU

The role vocational education and training (VET) courses play in helping students prepare for further education, training, employment and lifelong learning is widely recognised by key stakeholders in education.

Students in NSW have the option of studying VET courses at school or through TAFE NSW or other training providers.

NESA package and endorse courses based on qualifications from national Training Packages or accredited courses.

VET ATAR INDUSTRY CURRICULUM FRAMEWORKS OFFERED IN YEAR 11 AND 12:

- Business Services – Ms. Dervenis
- Construction – Mr. B. Boss-Walker / Mr. R. Miller
- Hospitality (Cookery) – Mr. J. Bruce
- Information and Digital Technology – Ms. S. Dervenis
- Retail Services – Ms. F. Papas

VET Non-ATAR BOARD ENDORSED COURSES OFFERED IN YEAR 11 AND 12:

- Manufacturing and Engineering – Mr. M. Palmer



VOCATIONAL EDUCATION AND TRAINING (VET)

The role vocational education and training courses play in helping students prepare for further education, training, employment, and lifelong learning is widely recognised by key stakeholders in education. Students in NSW have the option of studying VET courses at school or through TAFE NSW or other training providers.

NESA package and endorse courses based on qualifications from national Training Packages or accredited courses. VET courses can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualification and units of competency on their scope of registration.

Some VET courses include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

Industry Curriculum Frameworks

Courses within Industry Curriculum Frameworks (Frameworks) count as Board Developed unit credit for the HSC. Frameworks include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their ATAR.

Stage 6 VET Board Endorsed Courses

Stage 6 VET Board Endorsed courses (VET BECs) count as Board Endorsed unit credit for the HSC but do not contribute towards an ATAR.

Assessment Procedures

Assessment of students in VET courses is competency based. This means that evidence of achievement of competency is produced by the student, gathered by an assessor (usually the teacher of the course) and judged against industry standards.

Generally, assessments are practical in nature and reflect the type of tasks which would be required to be performed in the workplace. However, written assessments might be used to assess knowledge and understanding of concepts related to the course.

Evidence of competence can be gathered by the assessor in a variety of ways. Like all other Year 12 courses, some of the evidence gathered will be through formal assessment tasks or events such as project work, presentation of portfolios and practical demonstrations, as well as pen and paper tests. This is called “summative assessment”.

Unlike other Year 12 courses, however, there is also an ongoing informal assessment component where the assessor gathers evidence using such methods as classroom observation, student self-assessment and work placement reports. This is called “formative assessment”.

Client Selection, Enrolment, and Induction Procedures

VET courses are available to all students in Years 11 and 12. Students can access information about VET courses from this document or the Careers Adviser.

A course induction will be delivered by classroom teachers at the beginning of each course. During this, students will receive a course commencement package which will include the RTO's code of practice, information regarding the specific course they are studying, assessment procedures, information regarding their rights and responsibilities and a checklist to be signed by the student, parent and teacher to confirm the student has completed the induction.



Disciplinary Procedures

Students are expected to adhere to the rules and regulations of the school. Where a student is studying a course at another site besides their home school, he or she is expected to comply with the rules and regulations at the site where the course is delivered. Staff delivering to students who are not part of the school will provide a copy of the school's rules and regulations to these students as part of the course commencement package.

Where a student is traveling from school to another site in order to access a course, the disciplinary policies and procedures of the home school will apply while the student is travelling.

Fees and Charges

Some VET courses attract a course cost. Where a course cost exists, this will be indicated in the course description in the school's prospectus or subject selection booklet. Some courses may have additional charges for such things as work placement and excursions. More detailed information regarding fee charges will be provided in your course commencement package.

Students having difficulty in making payments may be able access the Student Assistance Scheme. See your Deputy Principal or Careers Advisor for details as to how this fund can be accessed.

Flexible Learning

Flexible learning is a method of delivery which does not rely solely on traditional classroom- based or face-to- face teaching and learning. Some VET courses may use flexible learning strategies in the delivery of the course.

In special circumstances, students may be able to access a VET course not available at the school through some form of distance education. Students can gain more information about this form of delivery by contacting the school's Careers Advisor.

Language, Literacy, and Numeracy (LLN)

Language, Literacy and Numeracy assessment is available for each course. Information regarding this is provided in the course commencement package.

Work Placement

Seventy hours of work placement per 240 hours of study is a **mandatory** component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an N-Determination for the subject and, as a result, may be ineligible for the award of the Year 12.

Work placement will be organised and coordinated by a Local Community Partnership. Students will be provided with additional work placement information in the course induction. Subject Selection Instructions Year 11- 2026.

2026 Construction Course Descriptor

**CPC2020 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120
Certificate II in Construction**

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.

| | |
|---|---|
| Course: Construction Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course | HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour) |
| <p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC2020 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction & https://training.gov.au/Training/Details/CPC20120 You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC2020 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p> | |
| <p>Transferrable industry skills gained in this course</p> <ul style="list-style-type: none"> • risk management • time management • basic emergency response • communication • problem solving • decision making | |
| <p>Examples of occupations in the construction industry</p> <ul style="list-style-type: none"> • carpentry • joinery • bricklaying • builder's labourer | |
| <p>VET requirements</p> <p>Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p> <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p> <p>HSC requirements</p> <p>Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p> <p>External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is optional, is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.</p> | |
| Consumable costs: Preliminary - \$xxxx HSC - \$xxxx Add school specific equipment and associated requirements for students eg uniform purchase, White card course. (site specific information) | Refunds Refund arrangements are on a pro-rata basis Please refer to your school refund policy |
| <p>A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p> | |
| <p>Exclusions: Students can only undertake the Construction (120 indicative hours) course or the Construction (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions.</p> | |

| 2026 Business Services Course Descriptor BSB30120 Certificate III in Business | |
|---|---|
| <p><i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i></p> | |
| Course: Business Services Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course | HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour) |
| <p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business https://training.gov.au/training/details/bsb30120. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 13 units of competency. To meet NESA course hours the program includes 14 units. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved. Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p> | |
| <p>Transferrable industry skills gained in this course</p> <ul style="list-style-type: none"> working within the business services industry involves <ul style="list-style-type: none"> customer (client) service using technology to organise information creativity critical thinking problem solving | |
| <p>Examples of occupations in the business services industry</p> <ul style="list-style-type: none"> medical administration clerical worker office administration receptionist information desk operator records and information administration | |
| <p>VET requirements</p> <p>Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p> <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines</p> <p>HSC requirements</p> <p>Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p> <p>External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.</p> | |
| Consumable costs: Preliminary - \$xxxx HSC - \$xxxx Add school specific equipment and associated requirements for students eg uniform purchase, White card course. (site specific information) | Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy |
| <p>A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p> <p>Exclusions: Students can only undertake the Business Services (120 indicative hours) course or the Business Services (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p> | |

2026 Cookery Course Descriptor

SIT20421 Certificate II in Cookery

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.

| | |
|---|---|
| Course: Hospitality (Cookery) Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course | HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour) |
| <p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery https://training.gov.au/training/details/SIT20421. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p> | |
| <p>Transferrable industry skills gained in this course</p> <ul style="list-style-type: none"> • teamwork • attention to detail • organisational skills • adaptability • communication • problem solving | |
| <p>Examples of occupations in the hospitality industry</p> <ul style="list-style-type: none"> • assistant cook • food preparation cook • breakfast cook • short order cook • chef • sandwich hand | |
| <p>VET requirements</p> <p>Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p> <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines</p> <p>HSC requirements</p> <p>Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p> <p>External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.</p> | |
| Consumable costs: Preliminary - \$xxxx HSC - \$xxxx Add school specific equipment and associated requirements for students eg uniform purchase, White card course.(site specific information) | Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy |
| <p>A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations</p> <p>Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p> | |

| 2026 Information and Digital Technology Course Descriptor ICT30120 Certificate III in Information Technology | |
|--|---|
| <p><i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i></p> | |
| Course: Information and Digital Technology Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course | HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour) |
| <p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information Technology https://training.gov.au/training/details/ICT30120. You will be expected to complete all the requirements for the Registered Training Organisation and NESA. To gain the full qualification you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> | |
| <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p> | |
| <p>Transferable industry skills gained in this course</p> <ul style="list-style-type: none"> • using technology to organise information • critical thinking • creativity • problem solving • programming techniques • teamwork | |
| <p>Examples of occupations in the information and digital technology industry</p> <ul style="list-style-type: none"> • Analyst programmer • IT Manager • Motion Graphics Designer • Web Developer • Network professional • Systems Analyst | |
| <p>VET requirements</p> <p>Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p> | |
| <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines</p> | |
| <p>HSC requirement</p> <p>Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p> | |
| <p>External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Information and Digital Technology is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.</p> | |
| Consumable costs: Preliminary - \$xxxx HSC - \$xxxx Add school specific equipment and associated requirements for students eg uniform purchase, White card course (site specific information) | Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy |
| <p>A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-iii-information-technology</p> | |
| <p>Exclusions: In this Framework, students can only undertake the Information and Digital Technology (120 indicative hours) course or the Information and Digital Technology (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p> | |

2026 Manufacturing and Engineering Introduction Course Descriptor

MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.

| | |
|---|--|
| Course: Manufacturing and Engineering - Introduction Board Endorsed Course (240 hour) (2 units x 2 years or 4 units x 1 year) | HSC credit – 4 units There is no Australian Tertiary Admission Rank (ATAR) for this course |
| <p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways</p> <p>https://training.gov.au/Training/Details/MEM10119 & https://training.gov.au/Training/Details/MEM20422 You will be expected to complete all requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, MEM10119 Certificate I in Engineering students must successfully achieve 8 units of competency (16 points). A Statement of Attainment toward MEM20422 Certificate II in Engineering is possible if at least one of the certificate II units of competency is achieved.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p> | |
| <p>Transferrable industry skills gained in this course</p> <ul style="list-style-type: none"> • risk management • time management • basic emergency response • communication • problem solving • decision making | |
| <p>Examples of occupations in the manufacturing and engineering industry</p> <ul style="list-style-type: none"> • fitter machinist • refrigeration mechanic • toolmaker • maintenance fitter • Air conditioning mechanic | |
| <p>VET requirements</p> <p>Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.</p> <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p> <p>HSC requirements</p> <p>Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.</p> <p>External Assessment There is no external assessment (e.g. HSC examination) for this course.</p> | |
| Consumable costs: Preliminary - \$xxxx HSC - \$xxxx Add school specific equipment and associated requirements for students eg uniform purchase, White card course (site specific information) | Refunds Refund arrangements are on a pro-rata basis Please refer to your school refund policy |
| <p>A school-based traineeship is not available in this course.</p> | |
| <p>Exclusions: General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p> | |

2026 Course Descriptor Manufacturing and Engineering Introduction - MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways Version 0.6

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

| 2026 Retail Services Course Descriptor SIR30216 Certificate III in Retail | |
|--|---|
| <p><i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact</i></p> | |
| Course: Retail Services Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course | HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour) |
| <p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail https://training.gov.au/Training/Details/SIR30216. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> <p>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</p> | |
| Transferable industry skills gained in this course | |
| <ul style="list-style-type: none"> • maintain store operations • using technology to organise information • meeting organisational expectations • customer service skills • teamwork • problem solving | |
| Examples of occupations in the retail services industry | |
| <ul style="list-style-type: none"> • frontline sales assistant • customer service representative • shop assistant • retail supervisor • team leader • senior sales assistant administration | |
| VET requirements | |
| Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments. | |
| Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines | |
| HSC requirements | |
| Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA. | |
| External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification. | |
| Consumable costs: Preliminary - \$xxxx HSC - \$xxxx Add school specific equipment and associated requirements for students eg uniform purchase, White card course (site specific information) | Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy |
| A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships | |
| Exclusions: In this framework students can only undertake the Retail Services (120 indicative hours) course or the Retail Services (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions | |

MAKING YOUR SUBJECT SELECTION CHOICES

You will be issued your Edval elective selection WebCode through your DEC student email. The subject selection form will be open from 8:00 am **Wednesday 18th June 2025**.

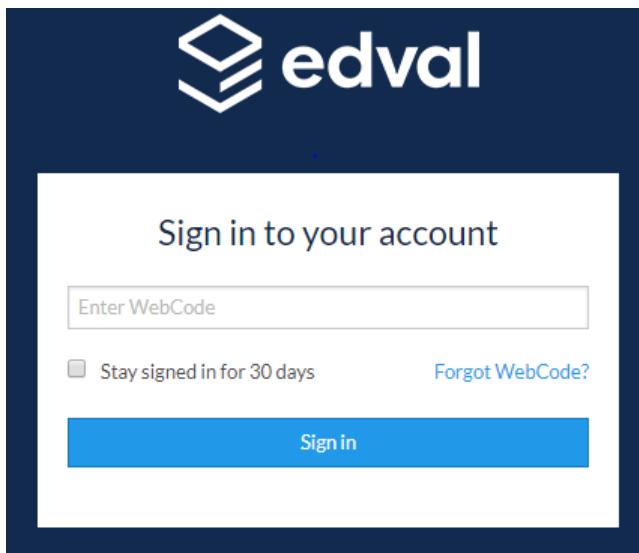
Please make sure you are at a computer which can print your subject selections. If you do not have computer and printer access at home, you can make your selections on one of the desktop computers in the Library.

Step 1:

Check your DEC email for your Edval elective selection WebCode and follow the link. If you do not get an email, please see Mrs. Farebrother in the E18 staffroom.

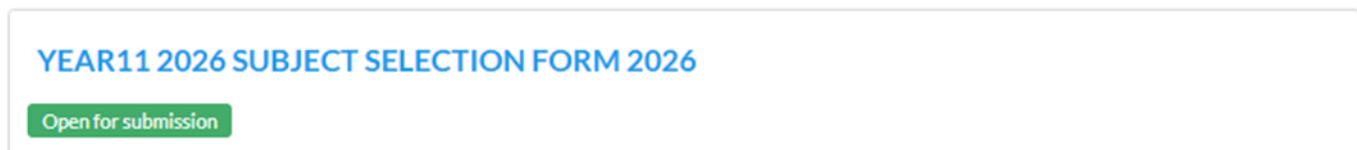
Step 2:

Enter your WebCode in the link



Step 3:

Select the box below to open the web form.



YEAR11 2026 SUBJECT SELECTION FORM 2026

Open for submission

Step 4:

You should now see your name in the top right-hand corner of this blank subject selection form.

Peter Pan (Test student Yr11) ▾

Year11 2026 Subject Selection Form

| Main Units | Subject | Units |
|------------------|--------------|-------|
| English Course | No selection | \$0 0 |
| Subject Choice 2 | No selection | \$0 0 |
| Subject Choice 3 | No selection | \$0 0 |
| Subject Choice 4 | No selection | \$0 0 |
| Subject Choice 5 | No selection | \$0 0 |
| Subject Choice 6 | No selection | \$0 0 |
| Subject Choice 7 | No selection | \$0 0 |
| Subject Choice 8 | No selection | \$0 0 |
| Total | | 0 |

| Reserve Units | Subject | Units |
|----------------------|--------------|--------------|
| Reserve 1 | No selection | \$0 0 |
| Reserve 2 | No selection | \$0 0 |
| Do you want an ATAR? | | No selection |
| Total | | 0 |

Cancel
Print
Submit

Notes

Please select the English course you wish to study in the first dropdown box. Then select the other subjects you wish to study, in order of your preference, to a maximum of 14 units.

Also choose 2 reserve courses.

To receive an ATAR, students must choose at least ten Board Developed (**) units.

Only two of those ten units can be Category B (*).

Step 5:

Enter your subject selections using the drop-down lists. Your choices should be entered in **preferential order:**

You must make two reserve selections in case one of your main selections does not run.

You must indicate if you want an ATAR.

Year11 2026 Subject Selection Form

| Main Units | Subject | Units | Reserve Units | Subject | Units |
|------------------|------------------------------------|--------|----------------------|-------------|-------|
| English Course | English Standard | \$0 2 | Reserve 1 | Biology** | \$0 2 |
| Subject Choice 2 | Design & Technology** (\$60.00) | \$60 2 | Reserve 2 | Geography** | \$0 2 |
| Subject Choice 3 | Mathematics Advanced** | \$0 2 | Do you want an ATAR? | YES ATAR | \$0 2 |
| Subject Choice 4 | Mathematics Extension** | \$0 1 | | | |
| Subject Choice 5 | TVET - Cert III in Human Services1 | \$0 2 | | | |
| Subject Choice 6 | TVET - Cert III in Human Services2 | \$0 1 | | | |
| Subject Choice 7 | Legal Studies** | \$0 2 | | | |
| Subject Choice 8 | Studies of Religion 1** | \$0 1 | | | |
| | | | Total | 6 | |
| | | | Total | \$60 13 | |

[Cancel](#) [Print](#) [Submit](#)

»
Notes

Please select the English course you wish to study in the first dropdown box. Then select the other subjects you wish to study, in order of your preference, to a maximum of 14 units.

Also choose 2 reserve courses.

Rules To receive an ATAR, students must choose at least ten Board Developed (**) units.

Only two of those ten units can be Category B (*).

The form will display the cost of electives which require a fee and a Total of all elective fees.

Step 6:

When complete, click on 'Submit'. Your submission will be checked, and if valid it will be submitted.



Year11 2026 Subject Selection Form

Student name: **Peter Pan (Test student Yr11) (DUMMY!11)**

Notes: **Your choices are registered.**

Submitted date: **Tue 10 Jun 2025 15:22:21**

Main units

| Main Units | Subject | | Units |
|------------|--------------------------------------|---------|-------|
| 11ENS | English Standard | | 2 |
| 11D&T | Design & Technology** | \$60.00 | 2 |
| 11MAA | Mathematics Advanced** | | 2 |
| 11MAX | Mathematics Extension** | | 1 |
| 11TVHS1 | TVET - Cert III in Human Services1** | | 2 |
| 11TVHS2 | TVET - Cert III in Human Services2** | | 1 |
| 11LEG | Legal Studies** | | 2 |
| 11SOR | Studies of Religion 1** | | 1 |

Total electives : **\$60.00** Total units: **13**

Reserve units

| Reserve Units | Subject | | Units |
|---------------|-------------|--|-------|
| 11BIO | Biology** | | 2 |
| 11GEO | Geography** | | 2 |
| YESA | YES ATAR | | 2 |

Total units: **6**

Once your choices are finalised, please get your form signed, and return it to Mrs Farebrother.

Signature: _____
Parent / Carer

Step 7:

Please print this page. Ask your parent or guardian to write their name and signature on the base of the form and return it to Mrs. Farebrother in E18 or the labelled box in the library.

If you have any problems following this online selection process, please see Mrs. Farebrother in the E18 staffroom.