



*Lithgow*  
HIGH SCHOOL

In pursuit of excellence for all

# Stage 6

# Subject Selection Book

# Year 11 2027

## 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 "Making Your Selection Choices" section at the end of this booklet.

## COURSE FEES

### BOARD DEVELOPED COURSES

| Subject                         | Code  | Cost  |
|---------------------------------|-------|-------|
| Aboriginal Studies              | 11000 |       |
| Agriculture                     | 11010 | \$50  |
| Ancient History                 | 11020 |       |
| Biology                         | 11030 |       |
| Business Studies                | 11040 |       |
| Chemistry                       | 11050 |       |
| Chinese Beginners               | 11530 |       |
| Community & Family Studies      | 11060 |       |
| Dance                           | 11070 | \$30  |
| Design & Technology             | 11080 | \$80  |
| Drama                           | 11090 | \$30  |
| 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 | \$150 |
| Geography                       | 11190 |       |

| Subject                            | Code      | Cost  |
|------------------------------------|-----------|-------|
| Health & Movement Science          | 11390     |       |
| 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     | \$30  |
| Physics                            | 11310     |       |
| Science Extension (Year 12)        | 15345     |       |
| Society and Culture                | 11330     | \$10  |
| Spanish Beginners                  | 11960     |       |
| 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) INDUSTRY CURRICULUM FRAMEWORK COURSES

| Subject                                                                                                                                   | Code  | Cost       |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------|------------|
| Business Services - BSB30120 Certificate III in Business                                                                                  | 26111 | \$20/year  |
| Construction - CPC20220 Certificate II in Construction Pathways & CPC20120 Statement of Attainment towards Certificate II in Construction | 26211 | \$150/year |
| Hospitality – Cookery - SIT20421 Certificate II in Cookery                                                                                | 26521 | \$150/year |
| Information and Digital Technology - ICT30120 Certificate III in Information Technology                                                   | 27312 | \$20/year  |
| Retail Services - SIR30216 Certificate III in Retail                                                                                      | 26911 |            |

## VOCATIONAL EDUCATION TRAINING (VET) BOARD ENDORSED COURSES

| Subject                                                                                                                                                          | Code  | Cost       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------|
| Dance Teaching - CUA30320 Certificate III in Assistant Dance Teaching                                                                                            | 65336 |            |
| Engineering Pathways - MEM10119 Certificate I in Manufacturing and Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways | 59732 | \$150/year |
| Music Industry - CUA30920 Certificate III in Music                                                                                                               | 65169 | \$30/year  |
| Sport Coaching - SIS30521 Certificate III in Sport Coaching                                                                                                      | 50418 |            |

## ENGLISH FACULTY - STAGE 6 COURSE DESCRIPTIONS

**HEAD TEACHER (REL.)**

MS. ALISON MEARES

In acknowledgement of its role as the national language, English is a mandatory subject from Kindergarten to Year 12 in the NSW curriculum. Knowledge, understanding and skills acquired in English are central to students' learning and development. Language and text shapes understanding of individuals and the world. Language allows students to relate to others, and contributes to their intellectual, social and emotional development.

The aim of English in Years 11 and 12 is to enable students to understand and use language effectively. Students have opportunities to appreciate, reflect on and enjoy literature, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse world.

### **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 FOCUS AREAS

- English Standard, English Advanced and English Studies courses are aligned through the first unit of work called Reading to Write: Transition to English Standard. In this focus area, students explore texts and consolidate skills required for senior study in the course of their choosing.
- In two additional Focus Areas: Close Study of Literature, and Contemporary Possibilities students explore and examine texts and analyse aspects of meaning.

## YEAR 12 – COURSE DESCRIPTION AND FOCUS AREAS

- The HSC Common Content consists of one Focus Area: 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 Focus Areas 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 the Focus Area, Contemporary Possibilities. This may include the study of film.
- one substantial literary print text in the Focus Area, Close Study of Literature. 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 the Focus Area: The Craft of Writing

## COURSE EXCLUSIONS

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

## 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

- English Standard, English Advanced and English Studies courses are aligned through the first unit of work called Reading to Write: Transition to English Advanced. In this focus area, students explore texts and consolidate skills required for senior study in the course of their choosing.
- Two additional focus areas: 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

- English Standard, English Advanced and English Studies courses are aligned through the first unit of work called Reading to Write: Transition to English Advanced. In this focus area, students explore texts and consolidate skills required for senior study in the course of their choosing.
- Two additional focus areas: 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.

## 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

The HSC Course consists of one focus area: Literary Worlds. Students will complete ONE elective from this focus area.

In their study of literary worlds, students experiment with critical and creative compositions. They communicate their understanding of the ways literary worlds are constructed to express complex ideas and emotions, motivations, attitudes, experiences and values. These compositions may be realised in various forms, modes and mediums.

## 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 component 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:

Students develop 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<br>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.

- 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.

## YEAR 11 COURSE DESCRIPTION AND MAIN TOPICS

### Mandatory Focus Area: Reading to Write – Transition to English Studies

English Standard, English Advanced and English Studies courses are aligned through the first unit of work called Reading to Write: Transition to English Studies. In this focus area, students explore texts and consolidate skills required for senior study in the course of their choosing.

### Two Elective Focus Areas

## 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

ACTING HEAD TEACHER

MR. JOEL SCOTT

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

|                        |         |                        |      |
|------------------------|---------|------------------------|------|
| MATHEMATICS STANDARD 2 | 2 UNITS | BOARD DEVELOPED COURSE | 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 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

| MATHEMATICS EXTENSION 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1 UNIT | BOARD DEVELOPED COURSE | ATAR |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------|------|
| <p><b>COURSE OVERVIEW</b></p> <p>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.</p> <p>The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.</p> <p>All students studying the Mathematics Extension 1 course will sit for an HSC examination.</p> |        |                        |      |
| <p><b>YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS</b></p> <p>The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics.</p> <ul style="list-style-type: none"> <li>• <b>Functions:</b> Further Work with Functions, Polynomials</li> <li>• <b>Trigonometric Functions:</b> Inverse Trigonometric Functions, Further Trigonometric Identities</li> <li>• <b>Calculus:</b> Rates of Change</li> <li>• <b>Combinatorics:</b> Working with Combinatorics</li> </ul>                                                                                                     |        |                        |      |
| <p><b>YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS</b></p> <p>The Mathematics Extension 1 Year 12 course content includes the Topics 'Trigonometric Functions' and 'Calculus' continued from Year 11 and introduces three different topics:</p> <ul style="list-style-type: none"> <li>• <b>Proof:</b> Proof by Mathematical Induction</li> <li>• <b>Vectors:</b> Introduction to Vectors</li> <li>• <b>Trigonometric Functions:</b> Trigonometric Equations</li> <li>• <b>Calculus:</b> Further Calculus Skills, Applications of Calculus</li> <li>• <b>Statistical Analysis:</b> The Binomial Distribution</li> </ul>           |        |                        |      |
| <p><b>COURSE REQUIREMENTS</b></p> <p>The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the <i>Mathematics Years 7–10 Syllabus</i> 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.</p>                                                                                                                                                                            |        |                        |      |
| <p><b>COREQUISITES</b></p> <p>Mathematics Advanced (2 units – Year 11 and 12).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                        |      |
| <p><b>COURSE EXCLUSIONS</b></p> <p>Mathematics Standard Year 11 / Mathematics Standard 1 Year 12 / Mathematics Standard 2 Year 12 / Mathematics Life Skills Year 11 and 12.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                        |      |

|                                   |        |                        |      |
|-----------------------------------|--------|------------------------|------|
| MATHEMATICS EXTENSION 2 (YEAR 12) | 1 UNIT | BOARD DEVELOPED COURSE | ATAR |
|-----------------------------------|--------|------------------------|------|

### 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

HEAD TEACHER (REL.)

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**

**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)

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

## COURSE OVERVIEW

This course provides students with the opportunity to analyse, study and enjoy an understanding of the biological world around us. Students build on their learning from prior years as they investigate phenomena, make predictions and solve problems related to health, sustainability and biotechnology. Students generate and analyse data and evaluate results to make ethical, evidence-based decisions as informed, reflective and scientifically literate citizens.

## YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

The Year 11 course investigates cellular structure and how they enable biological processes needed for life, before further building towards explaining how cells, tissues and systems contribute to complex multicellular organisms. An analysis of the relationships between organisms and their environment is then completed through investigation of the theory of evolution by natural selection.

The Year 11 course consists of three modules:

- **Module 1** Cells as the Basis of Life
- **Module 2** Cells to Ecosystems
- **Module 3** Evolution and Ecosystems

## 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** Diseases
- **Module 7** Biodiversity
- **Module 8** Biotechnology

## COURSE REQUIREMENTS

Students are provided with 10 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. Working scientifically outcomes and content will be integrated throughout the course and must be addressed by the end of Year 12.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process. A minimum of ONE fieldwork exercise will form part of the indicative course hours in Year 11.

## COURSE EXCLUSIONS

Living World Science Life Skills

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

## 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

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

## COURSE OVERVIEW

This course aims to develop students' understanding and appreciation of a wide range of phenomena, from the minute to the immense, in terms of matter, motion and energy. It enables students to apply Working scientifically and the scientific method to their understanding of principles, theories, laws and models and the development of scientific knowledge.

## 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** Fundamentals of Mechanics
- **Module 2** Waves
- **Module 3** 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 gravitational fields, interactions between electric and magnetic fields, the nature of light, and the relationship between matter and energy and their role in astronomical events.

- **Module 5** Advanced Mechanics
- **Module 6** Electromagnetism
- **Module 7** The Nature of Light
- **Module 8** Matter, Energy and the Cosmos

## COURSE REQUIREMENTS

Students are provided with 10 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. Working scientifically outcomes and content will be integrated throughout the course and must be addressed by the end of Year 12.

## COURSE EXCLUSIONS

Physical World Science Life Skills

| SCIENCE EXTENSION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1 UNIT | BOARD DEVELOPED COURSE | ATAR |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------|------|
| <b>COURSE OVERVIEW</b><br>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.                                                                                                       |        |                        |      |
| <b>YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS</b><br>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"> <li>• <b>Module 1</b> The foundations of scientific thinking</li> <li>• <b>Module 2</b> The scientific research proposal</li> <li>• <b>Module 3</b> The data, evidence and decisions</li> <li>• <b>Module 4</b> The research report</li> </ul> |        |                        |      |
| <b>COURSE REQUIREMENTS</b><br>Prior to the HSC examinations, the scientific research report produced by the students will be uploaded to NESA.<br><br>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.                                                                                                                                                                                                      |        |                        |      |
| <b>CO-REQUISITES</b><br>To enrol in Science Extension, you must do the following: <ul style="list-style-type: none"> <li>• Satisfactory completion of at least one Preliminary Science course (Biology, Chemistry, Earth and Environmental Science, Investigating Science, Physics), and</li> <li>• Concurrent studies with, or after satisfactorily completing at least one HSC Science course within the five-year accumulation period.</li> </ul>                                                                                                                                       |        |                        |      |
| <b>COURSE EXCLUSIONS</b><br>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

## ANCIENT HISTORY

2 UNITS

BOARD DEVELOPED COURSE

ATAR

### COURSE OVERVIEW

Ancient History 11-12 focuses on developing student understanding of the ancient past and how it was shaped by people and events. Students engage with written and physical sources from the past and develop analysis, reasoning and evidence-based argument skills.

### YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

The Year 11 course comprises 120 indicative hours across three focus areas. Studies are selected from a range of societies and historical concepts and skills are integrated throughout the course.

- **Investigating Ancient History (60 indicative hours)**
  - Students undertake at least one option from The nature of ancient history and at least two case studies.
  - One case study must be from Egypt, Greece, Rome or Celtic Europe; one must be from Australia, Asia, the Near East or the Americas.
  - Topics TBC
- **Features of Ancient Societies (40 indicative hours minimum)**
  - Students study at least two ancient societies by investigating either a different key feature for each society, or one key feature across the societies selected
  - Topics TBC
- **Historical Investigation (20 indicative hours)**
  - A standalone or integrated investigation that extends an area of individual or group interest.

### YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

The Year 12 course comprises 120 indicative hours across four focus areas. Students apply their understanding of written and physical sources, archaeological evidence, historical interpretation and argument.

- **Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours).**
  - A Roman study focused on evidence, reconstruction, conservation and the ancient past.
- **Ancient Societies (30 indicative hours)**
  - ONE ancient society option - TBC
- **Personalities in their Times (30 Indicative hours)**
  - ONE historical personality option – Xerxes
- **Historical Periods (30 indicative hours)**
  - ONE historical period option - The Greek World 500-440 BCE

### COURSE REQUIREMENTS

Year 11 case studies must meet the required geographic spread and must not duplicate Year 12 Ancient History or History Extension options. The Year 12 course requires study from at least two of: Egypt, Near East, China, Greece and Rome.

### COURSE EXCLUSIONS

Ancient History Life Skills Year 11 and 12 / Human Society and Its Environment Life Skills where Ancient History Life Skills is undertaken.

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

### 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

|                  |                |                               |             |
|------------------|----------------|-------------------------------|-------------|
| <b>GEOGRAPHY</b> | <b>2 UNITS</b> | <b>BOARD DEVELOPED COURSE</b> | <b>ATAR</b> |
|------------------|----------------|-------------------------------|-------------|

## COURSE OVERVIEW

Geography 11-12 explores the relationships between places, people and environments, helping students understand how processes and influences shape and transform the world. Students apply geographical concepts, tools and inquiry skills to contemporary issues.

## 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 (40 indicative hours)**
  - Diverse landscapes of the Earth's surface, physical features, cycles, circulations, interconnections and spatial patterns.
- **People, patterns and processes (40 indicative hours)**
  - Evidence of human diversity, the human footprint, and transformations shaping places and patterns.
- **Human-environment interactions (20 indicative hours)**
  - Land cover change, climate change evidence and causes, and interactions between Earth's natural systems and people.
- **Geographical Investigation (20 indicative hours)**
  - 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 develops and applies the same geographical concepts through the study of global sustainability, rural and urban places, and ecosystems and global biodiversity.

- **Global sustainability (30 indicative hours)**
  - Sustainability in the contemporary world, including principles of and actions for sustainability.
- **Rural and urban places (45 indicative hours)**
  - Spatial characteristics of settlements, urbanisation and urban growth influencing rural and urban places.
- **Ecosystems and global biodiversity (45 indicative hours)**
  - Ecosystem functioning, value, natural and human stresses, and trends in biodiversity.

## COURSE REQUIREMENTS

Geographical inquiry skills and tools are integrated throughout the course. Twelve (12) hours of fieldwork are mandatory in Year 11 and twelve (12) hours are mandatory in Year 12.

## COURSE EXCLUSIONS

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

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

## COURSE OVERVIEW

Legal Studies 11-12 develops knowledge and understanding of domestic and international legal systems and how they have been shaped over time. Students investigate key features of law, how law interacts with society, and how evidence is used to evaluate legal issues and arguments.

## YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

The Year 11 course comprises 120 indicative hours across four focus areas. Students investigate key processes of Australia's legal system from its creation to the current system, legal change, dispute resolution and the experiences of groups with the law.

- **Investigating the law (40 indicative hours)**
  - Students examine key legal concepts, structures and the operation of Australia's legal system.
- **Disputes under the law (25 indicative hours)**
  - Students investigate how disputes arise, are resolved, and how justice is pursued through legal processes.
- **Changing the law (25 indicative hours)**
  - Students examine two case studies of law reform, including recognition of land rights in NSW and native title for Aboriginal and Torres Strait Islander Peoples, plus one other NSW or federal case study.
- **Experiences with the law (30 indicative hours)**
  - Students examine two case studies of groups that have experience with the law: young people and one other selected group.

## YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

The Year 12 course comprises 120 indicative hours across three focus areas. Students examine the domestic and international foundations of law, criminal justice, human rights and specialist legal options.

- **The criminal justice system - core (30 indicative hours)**
  - Core principles underpinning criminal justice.
- **International relations and human rights - core (30 indicative hours)**
  - International law, human rights and Australia's relationships with other countries.
- **Options (60 indicative hours)**
  - Students study two options:
    - Consumer law
    - Family law

## COURSE REQUIREMENTS

Students are required to undertake case studies in both Year 11 and Year 12. Case studies should draw on recent and significant examples, reflect Aboriginal and Torres Strait Islander experiences, and include Australian and international legal contexts where appropriate.

## COURSE EXCLUSIONS

Law and the Community Life Skills / Human Society and Its Environment Life Skills where Law and the Community Life Skills is undertaken.

## MODERN HISTORY

2 UNITS

BOARD DEVELOPED COURSE

ATAR

### COURSE OVERVIEW

Modern History is for students who want to understand how the modern world was made — and why it still matters today. Students explore the people, movements, conflicts and ideas that have shaped societies, from revolutions and wars to dictatorships, civil rights and global change. The course encourages students to ask big questions, debate different perspectives and investigate the stories behind major world events. Modern History builds valuable skills in research, critical thinking, source analysis and communication. It is an engaging, relevant and powerful subject for students who want to better understand the world they live in.

### YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

The Year 11 course comprises 120 indicative hours across three focus areas. Historical concepts and skills are integrated throughout the course and content may be integrated across focus areas in teaching and learning programs.

- **Investigating modern history (60 indicative hours)**
  - Students undertake at least one option from The nature of modern history and two case studies:
    - The First World War
    - Representations and Commemoration of the Past
- **The shaping of the modern world (40 indicative hours minimum)**
  - The Decline and Fall of the Romanov Dynasty
  - The Meiji Restoration
- **Historical investigation (20 indicative hours maximum)**
  - A standalone investigation that extends a particular area of individual or group interest.

### YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

The Year 12 course comprises 120 indicative hours across four focus areas. Students apply their understanding of sources and historiographical issues in the investigation of the modern world.

- **Core Study: Democracy and dictatorship 1919-1939 (30 indicative hours)**
  - Mandatory core study.
- **National studies (30 indicative hours)**
  - National study option: Russia and the Soviet Union 1917-1941
- **Peace and conflict (30 indicative hours)**
  - One peace and conflict option: Conflict in the Pacific 1937-1951
- **Change in the modern world (30 indicative hours)**
  - One change in the modern world option: Changing World Order 1989-2016

### COURSE REQUIREMENTS

Year 11 case studies must meet the required geographic spread and must not duplicate Year 12 Modern History or History Extension options. Year 12 students must study at least one non-European/Western option from the prescribed lists.

### COURSE EXCLUSIONS

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

### **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 Year 11 course introduces key concepts and methods used to understand people, societies, cultures and environments.

- **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**

The Year 12 course includes core studies and depth studies. Students apply research methods, social theory and concepts to understand continuity, change and social and cultural issues.

- **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
- **Core: Personal Interest Project**
  - An individual research project
- **Depth Studies – Two selected**
  - Popular Culture
  - Beliefs Systems and Knowledge
  - Social Inclusion and Exclusion
  - Social Conformity and Non-Conformity

### **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

## 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

The Year 11 course examines the nature of religion and beliefs, with depth studies in Christianity and Islam.

- **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

The Year 12 course examines religion and belief systems in Australia post-1945 and continues depth studies in Christianity and Islam.

- **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

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

## COURSE OVERVIEW

History Extension focuses on the nature of history as a discipline and the various ways humanity has attempted to investigate and understand the past. Students engage with complex historiographical ideas, methodologies and sources to communicate arguments about the nature and construction of history.

## YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

This course is not offered in Year 11.

## YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

The Year 12 course is a 1 unit course. Students apply their understanding to a selected case study and undertake a History Project based on historical and/or historiographical interpretation.

### CONSTRUCTING HISTORY

- **Constructing History – Case Study**
  - Students apply their understanding of key questions: who are the producers of history in different eras; how history has been constructed, recorded and presented; and why approaches to history have changed.
  - Historiographical skills are integrated with the selected case study: Genghis Khan
- **History Project**
  - An individual investigation into an area of historical and/or historiographical interpretation.
  - Historiographical skills are integrated with the History Project.

## COURSE REQUIREMENTS

Students may undertake History Extension in Year 12 as a 1 unit Board Developed Course.

## PREREQUISITE

Ancient History Year 11 or Modern History Year 11.

## COREQUISITES

Ancient History Year 12 or Modern History Year 12.

## COURSE EXCLUSIONS

Ancient History Life Skills / Modern History Life Skills / Human Society and Its Environment Life Skills where Ancient or Modern History is undertaken within the course.

## LANGUAGES - STAGE 6 COURSE DESCRIPTIONS

HEAD TEACHER

MR. STU HOLT

Providing Languages as part of a Stage 6 pattern of study offers students valuable opportunities to develop communication, intercultural understanding, and critical thinking skills. Language study enhances students' global awareness, supports literacy development across all learning areas, and strengthens pathways to tertiary education and future employment. Including Languages in Stage 6 promotes cultural diversity and prepares students to engage confidently in an increasingly interconnected world.

### BOARD DEVELOPED COURSES OFFERED IN YEAR 11 AND 12:

- Chinese Beginners
- Spanish Beginners

## CHINESE BEGINNERS

2 UNITS

BOARD DEVELOPED COURSE

ATAR

### COURSE OVERVIEW

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Chinese. Topics covered provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.

### YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

Students develop linguistic and intercultural knowledge and understanding, and the skills of speaking, listening, reading and writing to communicate in Chinese. Topics are studied through two interdependent perspectives: the personal world and Chinese-speaking communities.

- **Family life, home and neighbourhood**
  - family, home, daily routines and local neighbourhood contexts
- **People, places and communities**
  - describing people, places and communities in personal and cultural contexts
- **Education and work**
  - school, learning, future pathways and work-related communication
- **Friends, recreation and pastimes**
  - relationships, leisure, sport, media and interests
- **Holidays, travel and tourism**
  - travel experiences, tourism, destinations and practical transactions
- **Future plans and aspirations**
  - personal goals, aspirations and plans for study, work and travel

### YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

The HSC course continues to develop students' ability to communicate in Chinese while deepening intercultural understanding and knowledge of language and culture.

- **Communication skills**
  - students communicate through speaking, listening, reading and writing tasks associated with a range of texts and text types
- **Language and culture**
  - students gain insight into the culture and language of Chinese-speaking communities through the study of texts
- **Prescribed topics**
  - students revisit and extend the six prescribed topic areas in increasingly complex contexts
- **HSC preparation**
  - students refine their ability to understand and respond to spoken, written and multimodal texts and to express ideas in culturally appropriate ways

### COURSE REQUIREMENTS

Nil. Strict eligibility rules apply to Beginners Languages courses. Students wishing to study this course must meet NESA eligibility criteria.

### COURSE EXCLUSIONS

Chinese Continuers, Chinese Extension, Chinese in Context, Chinese and Literature.

## SPANISH BEGINNERS

2 UNITS

BOARD DEVELOPED COURSE

ATAR

### COURSE OVERVIEW

This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Spanish. Topics covered provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.

### YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

Students develop linguistic and intercultural knowledge and understanding, and the skills of speaking, listening, reading and writing to communicate in Chinese. Topics are studied through two interdependent perspectives: the personal world and Chinese-speaking communities.

- **Family life, home and neighbourhood**
  - family, home, daily routines and local neighbourhood contexts
- **People, places and communities**
  - describing people, places and communities in personal and cultural contexts
- **Education and work**
  - school, learning, future pathways and work-related communication
- **Friends, recreation and pastimes**
  - relationships, leisure, sport, media and interests
- **Holidays, travel and tourism**
  - travel experiences, tourism, destinations and practical transactions
- **Future plans and aspirations**
  - personal goals, aspirations and plans for study, work and travel

### YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

The HSC course continues to develop students' ability to communicate in Chinese while deepening intercultural understanding and knowledge of language and culture.

- **Communication skills**
  - students communicate through speaking, listening, reading and writing tasks associated with a range of texts and text types
- **Language and culture**
  - students gain insight into the culture and language of Chinese-speaking communities through the study of texts
- **Prescribed topics**
  - students revisit and extend the six prescribed topic areas in increasingly complex contexts
- **HSC preparation**
  - students refine their ability to understand and respond to spoken, written and multimodal texts and to express ideas in culturally appropriate ways

### COURSE REQUIREMENTS

Nil. Strict eligibility rules apply to Beginners Languages courses. Students wishing to study this course must meet NESA eligibility criteria.

### COURSE EXCLUSIONS

Spanish Continuers and Spanish Extension

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

### HEAD TEACHER

MR. SHANE CONROY

The Stage 6 PDHPE courses aim 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 – non-ATAR
- Sports, Lifestyle and Recreation – non-ATAR

## 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 Year 11 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% 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)

### **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

|                     |         |                        |      |
|---------------------|---------|------------------------|------|
| 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 Year 11 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

|                                                      |         |                        |      |
|------------------------------------------------------|---------|------------------------|------|
| INDUSTRIAL TECHNOLOGY<br>AUTOMOTIVE / METAL / TIMBER | 2 UNITS | BOARD DEVELOPED COURSE | ATAR |
|------------------------------------------------------|---------|------------------------|------|

### 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 Year 11 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 and Performing Arts provides students with opportunities to develop creativity, collaboration, communication and critical thinking skills. 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. CAPA courses encourage innovation, independent learning and confidence while preparing students for future pathways in the arts, media, education and creative industries.

### 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 – non-ATAR

|       |         |                        |      |
|-------|---------|------------------------|------|
| 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. Dance is an expressive and creative artform that combines physical, intellectual and artistic skills. Students explore performance, composition and appreciation while developing confidence, creativity and collaboration skills.

## 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, Choreography and Appreciation and develop their understanding of dance practice in relation to a wider appreciation of dance artists and their work. Students learn how to understand and apply Context, the Dancing Body and the Elements of Dance in each focus area of Performance, Choreography, Appreciation.

Components to be completed are:

- Performance (35%)
- Choreography (35%)
- Appreciation (30%)

## YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

Students continue their study of dance as an artform. They continue core study in the three focus areas (components). Students synthesise their knowledge, understanding and skills both in and across the focus areas (components). Students deepen their skills and application of Context within Performance, Choreography, and Appreciation.

- Performance (35%)
- Choreography (35%)
- Appreciation (30%)

## 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

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

## COURSE OVERVIEW

This course enables students to explore dramatic storytelling through individual and ensemble work which values embodied, collaborative, safe, creative and critical processes fundamental to drama. Through making, performing and critically reflecting, they develop and refine their creative choices through dramatic processes.

## YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

### Course components:

- Making (40%)
- Performing (30%)
- Critically Reflecting (30%)

### Focus Areas:

- Forms and styles
- Improvising and devising
- Scripts in practice

With making, performing, and critically reflecting at the core, during the year 11 course, students build their knowledge, understanding and skills in dramatic contexts through the focus areas above.

## YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

### Course components:

- Making (40%)
- Performing (30%)
- Critically Reflecting (30%)

### Focus Areas:

- Australian Drama and Theatre
- Approaches to Drama and Theatre
- Individual Project

With making, performing, and critically reflecting the core, during the HSC course, students synthesise and apply their knowledge, understanding and skills within and across the focus areas above, and in their creation of an Individual project.

**Individual Project** - Students initiate, structure and shape an individual project in ONE of the following dramatic forms:

- design (costume OR promotion OR set)
- director's folio
- performance
- scriptwriting
- short film

## COURSE REQUIREMENTS

Students choosing Individual Project Design 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

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

## COURSE OVERVIEW

Music 1 provides students with the opportunity to perform, listen, analyse and respond, and create and compose music through diverse repertoire. Students develop knowledge of Music context and Music language to evaluate and interpret music, and develop their creative practice to perform, create, explore and shape musical ideas with expressive intent. Students experience music for its aesthetic and cultural education, to become thoughtful, independent and creative musicians and to prepare for engagement in the contemporary musical world.

## YEAR 11 – COURSE DESCRIPTION AND MAIN TOPICS

### Course components:

- Knowledge and understanding of course content (50%)
- Skills in performance, composition and musicology (50%)

### Focus Areas:

- Context of Music
- Creative Practice
- Music in Focus

These focus areas build a foundation of knowledge to support the development of skills for performing, critical listening, musical analysis, and the creation and communication of new musical ideas. Repertoire includes: music of Aboriginal and Torres Strait Islander peoples, music of contemporary popular styles, Western art music, jazz, global music culture, electronic music, a range of vocal, instrumental, solo and ensemble music.

## YEAR 12 – COURSE DESCRIPTION AND MAIN TOPICS

### Course components:

- Knowledge and understanding of course content (50%)
- Skills in performance, composition and musicology (50%)

### Focus Areas:

- Music of the last 25 years (Australian Focus)
- Music across Cultures, Traditions and Time
- Music for Screen, Stage and Story

These focus areas provide opportunities to deepen students' knowledge, understanding and skills through the exploration of repertoire reflecting contemporary practices and selected stylistic, cultural and expressive contexts, and apply this understanding to their own work. The HSC Course requires students to present a core performance, core composition and an Elective of either Performance of Composition or a Viva Voce.

## 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

| PHOTOGRAPHY, VIDEO & DIGITAL IMAGING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2 UNITS | CONTENT ENDORSED COURSE | NON-ATAR |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------|----------|
| <p><b>COURSE OVERVIEW</b></p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |                         |          |
| <p><b>YEAR 11 – 12 COURSE DESCRIPTION AND MAIN TOPICS</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> <li>• Wet Photography</li> <li>• Video</li> <li>• Digital Imaging.</li> </ul> <p>Modules include:</p> <ul style="list-style-type: none"> <li>• Introduction to the Field</li> <li>• Developing a Point of View</li> <li>• Traditions, Conventions, Styles and Genres</li> <li>• Manipulated Forms</li> <li>• The Arranged Image</li> <li>• Temporal Accounts</li> </ul> <p>A Work 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.</p> |         |                         |          |
| <p><b>COURSE REQUIREMENTS</b></p> <p>Students are required to keep a diary throughout the course.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |                         |          |
| <p><b>COURSE EXCLUSIONS</b></p> <p>Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |                         |          |

### **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

MS. SPIRIDOULA DERVENIS

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 / Ms. L. Hayden
- Information and Digital Technology – Ms. S. Dervenis
- Retail Services – Ms. F. Papas

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

- Assistant in Dance Teaching – Ms Pirie
- Manufacturing and Engineering – Mr. M. Palmer
- Music Industry – Ms. Aldrick
- Sports Coaching – Mr. Conroy

## 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.

## 2027 Assistant Dance Teaching Course Descriptor CUA30320 Certificate III in Assistant Dance Teaching

*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: Assistant Dance Teaching**  
Board Endorsed Course (300 hour)  
(3 units x 1 year and 2 units x 1 year)

**HSC credit – 5 units**  
There is no Australian Tertiary Admission Rank (ATAR) for this course

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 CUA30320 Certificate III in Assistant Dance Teaching <https://training.gov.au/training/details/CUA30320>. You will be expected to complete all the requirements for the Registered Training Organisation (RTO) 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.

**Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.**

### Transferrable industry skills gained in this course

- working within the dance industry involves customer (client) service
- demonstration of dance skills to younger students
- creativity
- critical thinking
- problem solving

### Examples of occupations in the dance industry

- private studio teaching assistant
- choreographer
- warm up coordinator

### 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 300 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

There is no external assessment (optional HSC examination) for this course.

**Consumable costs: Preliminary - \$0 HSC - \$0**  
To be advised at commencement of course.

**Refunds**  
Refund arrangements are on a pro-rata basis.  
Please refer to your school refund policy

A school-based traineeship is not available in this course.

**Exclusions:** Students undertaking both this Assistant Dance Teaching course and another course based on the CUA Creative Arts and Culture Training Package should choose different units of competency to meet the requirements of each HSC course and qualification.

Students can only undertake the Assistant Dance Teaching (120 indicative hours) course or the Assistant Dance Teaching (240 indicative hours) course or the Assistant Dance Teaching (300 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>

## 2027 Business Services Course Descriptor

### BSB30120 Certificate III in Business

*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: 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)

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.**

#### Transferrable industry skills gained in this course

- working within the business services industry involves
- customer (client) service
- using technology to organise information
- creativity
- critical thinking
- problem solving

#### Examples of occupations in the business services industry

- medical administration
- clerical worker
- office administration
- receptionist
- information desk operator
- records and information 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 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.

#### Consumable costs: Preliminary - \$20

HSC - \$20

#### 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:** 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>

## 2027 Construction Course Descriptor

### CPC20220 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)

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 CPC20220 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction <https://training.gov.au/Training/Details/CPC20220> & <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 CPC20220 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.

**Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.**

#### Transferrable industry skills gained in this course

- risk management
- time management
- basic emergency response
- communication
- problem solving
- decision making

#### Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

#### 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 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.

#### Consumable costs: Preliminary - \$150

#### HSC - \$150

Steel capped workboots, White Card (can be completed during course), long work-pants

#### 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:** 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>

## 2027 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)

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.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

#### Transferrable industry skills gained in this course

- teamwork
- attention to detail
- organisational skills
- adaptability
- communication
- problem solving

#### Examples of occupations in the hospitality industry

- assistant cook
- short order cook
- food preparation cook
- chef
- breakfast cook
- sandwich hand

#### 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 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.

#### Consumable costs: Preliminary - \$150

HSC - \$150

Closed leather shoes, hospitality uniform

#### 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/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations>

**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>

## 2027 Information and Digital Technology Course Descriptor

### ICT30120 Certificate III in Information Technology

*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: 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)

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.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

#### Transferrable industry skills gained in this course

- using technology to organise information
- creativity
- programming techniques
- critical thinking
- problem solving
- teamwork

#### Examples of occupations in the information and digital technology industry

- Analyst programmer
- Web Developer
- IT Manager
- Network professional
- Motion Graphics Designer
- Systems Analyst

#### 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 requirement

##### 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 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.

#### Consumable costs: Preliminary - \$20

#### HSC - \$20

If using own device, needs to be laptop (not tablet based) with anti-virus software. Software supplied by Department of Education.

#### 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/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-iii-information-technology>

**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>

## 2027 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

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 <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. **Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.**

#### Transferrable industry skills gained in this course

- risk management
- time management
- basic emergency response
- communication
- problem solving
- decision making

#### Examples of occupations in the manufacturing and engineering industry

- fitter machinist
- refrigeration mechanic
- toolmaker
- maintenance fitter
- Air conditioning mechanic

#### 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 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

##### External Assessment

There is no external assessment (e.g. HSC examination) for this course.

#### Consumable costs: Preliminary - \$150 HSC - \$150

Steel capped workboots, long work-pants, White Card is recommended.

#### Refunds

Refund arrangements are on a pro-rata basis  
Please refer to your school refund policy

A school-based traineeship is not available in this course.

#### 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>

## 2027 Music Industry Course Descriptor

### CUA30920 Certificate III in Music

*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: Music Industry

Board Endorsed Course (240 hour)  
(2 units x 2 years)

#### HSC credit – 4 units

There is no Australian Tertiary Admission Rank (ATAR) for this course

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 CUA30920 Certificate III in Music <https://training.gov.au/training/details/cua30920>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 11 units of competency. 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.**

#### Transferrable industry skills gained in this course

- customer (client) service skills
- performing, writing and creating music
- communication skills
- creativity
- critical thinking
- problem solving

#### Examples of occupations in the music industry

- musical performer
- recording technician
- song writer / composer
- music therapy
- session musician
- music publishing

#### 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. Not meeting this requirement will incur an 'N' determined as required by NESA.

##### External Assessment

There is no external assessment (optional HSC examination) for this course.

##### Consumable costs: Preliminary - \$30

Additional requirements will be advised at the commencement of the course.

##### HSC - \$30

##### Refunds

Refund arrangements are on a pro-rata basis.  
Please refer to your school refund policy

A school-based traineeship is not available in this course.

**Exclusions:** Students undertaking both this Music Industry course and another course based on the CUA Creative Arts and Culture Training Package should choose different units of competency to meet the requirements of each HSC course and qualification. Students can only undertake the Music Industry (120 indicative hours) course or the Music Industry (180 indicative hours) course or the Music Industry (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>

## 2027 Retail Services Course Descriptor

### SIR30216 Certificate III in Retail

*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: 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)

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.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

#### Transferrable industry skills gained in this course

- 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

- 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 - \$0 HSC - \$0

A Retail Services excursion takes place in the HSC year. Additional information regarding this will be advised.

##### 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>

## 2027 Sport Coaching Course Descriptor SIS30521 Certificate III in Sport Coaching

*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: Sport Coaching

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

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 SIS30521 Certificate III in Sport Coaching <https://training.gov.au/training/details/sis30521>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 10 units of competency. 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.**

### Transferrable industry skills gained in this course

- organisational skills
- teamwork
- using technology to collate data
- time management
- problem solving
- communication

### Examples of occupations in the sport coaching industry

- sport coaching development officer
- sports club administrator
- sport journalism
- sports therapist
- strength and conditioning coach
- sport performance researcher

### 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 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

#### External Assessment

There is no external assessment (optional HSC examination) for this course.

#### Consumable costs: Preliminary - \$0 HSC - \$0

Additional requirements will be advised at commencement of the course.

#### Refunds

Refund arrangements are on a pro-rata basis. Please refer to your school refund policy

A school-based apprenticeship or traineeship is not available for this qualification.

**Exclusions: Sport Coaching - Certificate II.** Students undertaking both this Sport Coaching course and another course based on the SIS Sport, Fitness and Recreation Training Package should choose different units of competency to meet the requirements of each HSC course and qualification.

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 Department of Education student email.

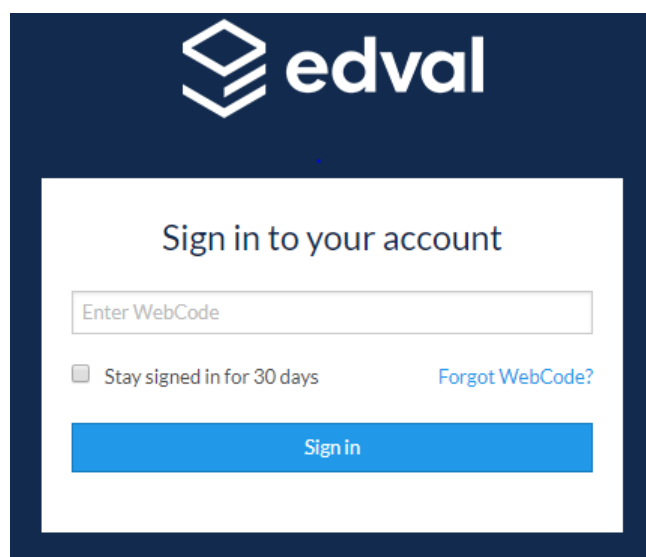
**Please complete your choices by Sunday 21<sup>st</sup> June 2026.** You can make/change selections as much as you like

### Step 1:

Check your Department of Education email for your Edval elective selection WebCode and follow the link. If you do not get an email, please see Ms. Shaw in the Deputy Principal's office.

### Step 2:

Enter your WebCode in the link.



The image shows the Edval login interface. At the top is the Edval logo. Below it is a white box with the heading "Sign in to your account". Inside this box is a text input field labeled "Enter WebCode". Below the input field is a checkbox labeled "Stay signed in for 30 days" and a link labeled "Forgot WebCode?". At the bottom of the white box is a blue button labeled "Sign in".

### Step 3:

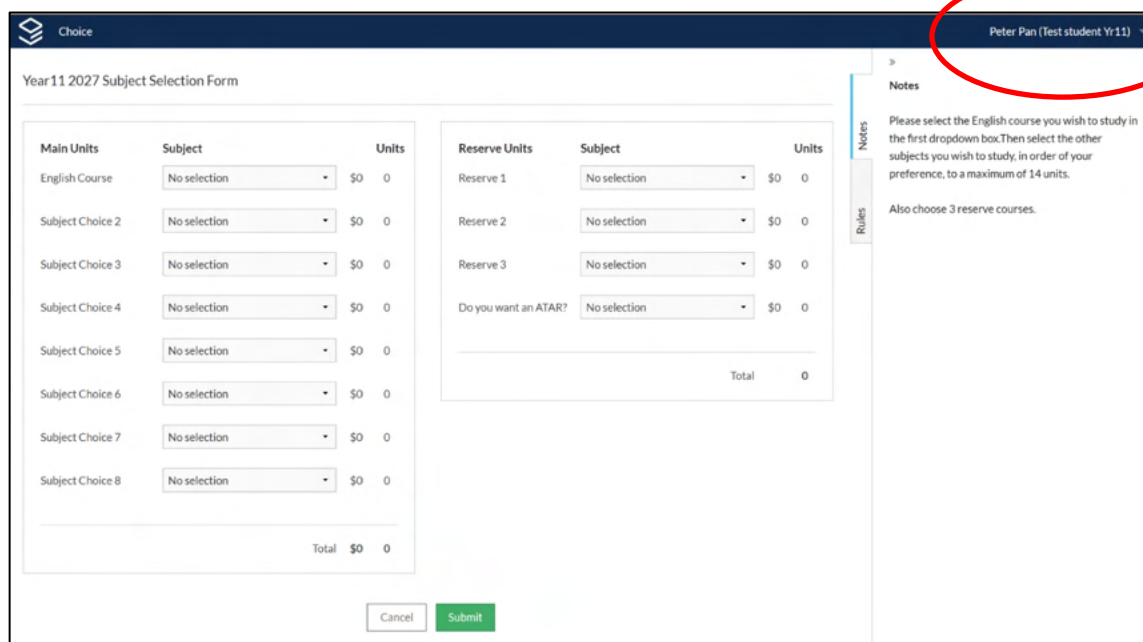
Select the box below to open the web form.

## YEAR11 2027 SUBJECT SELECTION FORM 2027

Open for submission

#### Step 4:

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



Choice

Peter Pan (Test student Yr11)

Year 11 2027 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 0 |

| Reserve Units        | Subject      | Units |
|----------------------|--------------|-------|
| Reserve 1            | No selection | \$0 0 |
| Reserve 2            | No selection | \$0 0 |
| Reserve 3            | No selection | \$0 0 |
| Do you want an ATAR? | No selection | \$0 0 |
| Total                |              | 0     |

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 3 reserve courses.

Cancel Submit

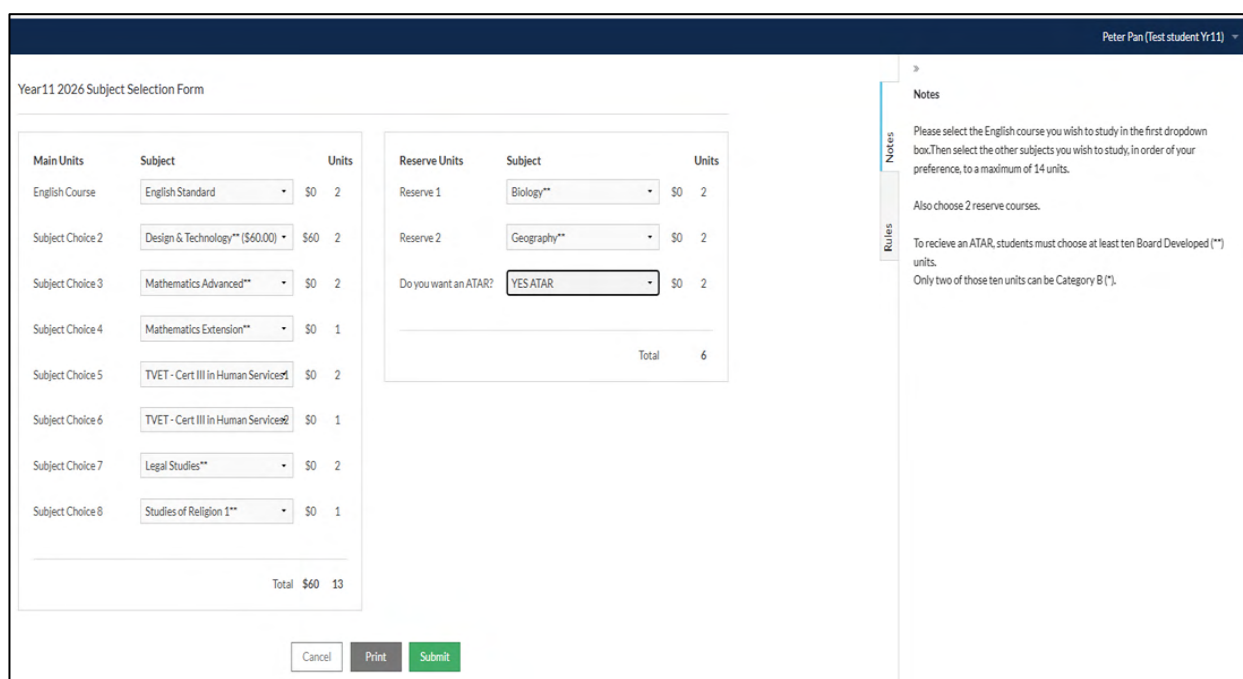
#### Step 5:

Enter your subject selections using the drop-down lists. Your choices should be entered in order of preference.

Subject fees will appear for each course selected and a Total of all fees provided.

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

You must indicate if you want an ATAR or not.



Peter Pan (Test student Yr11)

Year 11 2026 Subject Selection Form

| Main Units       | Subject                            | Units   |
|------------------|------------------------------------|---------|
| English Course   | English Standard                   | \$0 2   |
| Subject Choice 2 | Design & Technology** (\$60.00)    | \$60 2  |
| Subject Choice 3 | Mathematics Advanced**             | \$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            |                                    | \$60 13 |

| Reserve Units        | Subject     | Units |
|----------------------|-------------|-------|
| Reserve 1            | Biology**   | \$0 2 |
| Reserve 2            | Geography** | \$0 2 |
| Do you want an ATAR? | YES ATAR    | \$0 2 |
| Total                |             | 6     |

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 (\*).

Cancel Print Submit

### Step 6:

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

Student name: **Peter Pan (Test student Yr11) (DUMMY11)**

Notes: **Your choices are registered.**

Submitted date: **Wed 27 May 2026 15:28:07**

**Main units**

| Main Units | Subject                 |         | Units |
|------------|-------------------------|---------|-------|
| 11ENA      | English Advanced        |         | 2     |
| 11PHY      | Physics**               |         | 2     |
| 11CHE      | Chemistry**             |         | 2     |
| 11EST      | Engineering Studies**   | \$20.00 | 2     |
| 11MAA      | Mathematics Advanced**  |         | 2     |
| 11MUS      | Music 1**               | \$20.00 | 2     |
| 11MAX      | Mathematics Extension** |         | 1     |

Total electives : **\$40.00**      Total units: **13**

**Reserve units**

| Reserve Units | Subject             |  | Units |
|---------------|---------------------|--|-------|
| 11CHB         | Chinese Beginners** |  | 2     |
| 11SPB         | Spanish Beginners** |  | 2     |
| 11BIO         | Biology**           |  | 2     |
| YESA          | YES ATAR            |  | 2     |

Exit
Print
Send email

### Step 7:

If you have any problems following this online selection process, please see Ms. Shaw in the Deputy Principal's Office.