



# ST JOHNS PARK HIGH SCHOOL

2026 | 2027

## **SENIOR CURRICULUM & SUBJECT SELECTION HANDBOOK**

# Table of Contents

## Studying for the HSC at St Johns Park High School

Moving into the senior school	Page 3
-------------------------------	--------

## HSC Requirements

Eligibility for the HSC	Page 4
HSC Pathways	Page 4
The HSC Curriculum	Page 5
Mandatory Study Requirements	Page 6
HSC Minimum Standard	Page 7
The Australian Tertiary Admission Rank (ATAR)	Page 8
Satisfactory Completion of a Course	Page 8
Assessment and Reporting	Page 9
Courses offered at S Johns Park High School	Page 10

## Planning your Pattern of study

Step 1: Deciding what you want to do	Page 13
Step 2: Sample Course Patterns	Page 13
Step 3: Planning	Page 16

## Courses

### Board Developed Courses

<b>English</b>	▪ Drama	2 units	Page 18
	▪ English Advanced	2 units	Page 19
	▪ English EAL/D	2 units	Page 20
	▪ English Extension 1	1 unit	Page 21
	▪ English Standard	2 units	Page 22
	▪ English Studies	2 units	Page 23
<b>Mathematics</b>	▪ Mathematics Advanced	2 units	Page 24
	▪ Mathematics Extension 1	1 unit	Page 25
	▪ Mathematics Standard	2 units	Page 26
<b>Science</b>	▪ Biology	2 units	Page 27
	▪ Chemistry	2 units	Page 28
	▪ Earth and Environmental Science	2 units	Page 29
	▪ Investigating Science	2 units	Page 30
	▪ Physics	2 units	Page 31
<b>HSIE</b>	▪ Aboriginal Studies	2 units	Page 32
	▪ Ancient History	2 units	Page 33
	▪ Business Studies	2 units	Page 34
	▪ Legal Studies	2 units	Page 35
	▪ Modern History	2 units	Page 36

<b>PDHPE</b>	▪ Community and Family Studies	2 units	Page 37
	▪ Health and Movement Science	2 units	Page 38
<b>Industrial Arts</b>	▪ Agriculture	2 units	Page 39
	▪ Engineering Studies	2 units	Page 40
	▪ Industrial Technology - Timber Products & Furniture Technologies	2 units	Page 41
<b>Home Economics</b>	▪ Food Technology	2 units	Page 42
	▪ Enterprise Computing	2 units	Page 43
	▪ Textiles & Design	2 units	Page 44
<b>Creative Arts (CAPA)</b>	▪ Music 1	2 units	Page 45
	▪ Visual Arts	2 units	Page 46
<b>Languages</b>	▪ Italian Beginners	2 units	Page 47

### ***Vocational Education and Training Courses -School Based***

<b>Vocational Education and Training (VET)</b>	General Information		Page 49
	▪ Hospitality – Food and Beverage	2 units	Page 50
	▪ Information and Digital Technology	2 units	Page 51
	▪ Retail Services	2 units	Page 52

### ***Life Skills Courses***

Special Program of Studies: Life Skills	Page 53
---	---------

### ***Content Endorsed Courses (CEC)***

<b>PDHPE</b>	▪ Sport, Lifestyle and Recreation Studies	2 units	Page 57
<b>Home Economics</b>	▪ Exploring Early Childhood	2 units	Page 58
<b>Creative Arts (CAPA)</b>	▪ Photography, Video and Digital Imaging	2 units	Page 59
	▪ Visual Design	2 units	Page 60
<b>Careers</b>	▪ Work Studies	2 units	Page 61
<b>Mathematics</b>	▪ Numeracy	2 units	Page 62

## **Online Subject Selection**

Online Subject Selection Instructions	Page 63
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# Studying for the HSC at St Johns Park High School

## Moving into the Senior School

You have reached that stage of your school career where you need to make some important decisions. In making the transition from School to Work, there are a number of pathways to choose from. These include:

- Completing an HSC in order to undertake further study at University.
- Completing an HSC and then continuing on with further study at TAFE or another educational centre.
- Completing an HSC and then moving directly into the workforce.
- Leaving school to study at TAFE.
- Leaving school to start full time employment.

You are in the driver's seat and it is you who decides which road to go down. It is important that you take the time to get advice, make decisions based on fact and take the road that is best suited to you.

To assist you in working through the maze of information and to make informed decisions, a number of activities have been planned. These include:

- Meeting to discuss Subject Selection
- Subject Selection Information Evening
- Senior Subject Fair
- Senior School Interview Day
- EX-10-SION Program
- Welfare Presentation – Preparing for Senior Studies

This booklet contains information about requirements for completing a Higher School Certificate and all the subjects offered at St Johns Park High School for the senior years of your education.

If you intend returning to school next year, it is important that you read this booklet thoroughly, ask lots of questions, work through the planning pages, discuss your decisions with your family and choose your subjects carefully. For such an important decision, take the time, to get it right, the first time! This is an investment in your future.

### **A few tips for students .....**

There are a few things to remember when selecting your subjects for next year

- Choose those subjects that you like and that you are good at. You have more chance of being successful when you are studying a subject that you find enjoyable.
- Don't choose a subject based on teachers. You may find that your favourite teacher is not teaching that subject next year. It is not until the end of Term 4 that your teachers know what classes they will be taking in the coming year.
- Be an individual and don't choose subjects based on what your friends are choosing. As individuals we all have different strengths and interests. Build on your strengths
- When considering which courses to study, explore the content of a course. For example,
  - what are the course outcomes?
  - Will you be required to submit a major work, or perform, as part of your exams?
- Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections

# HSC Requirements

## Eligibility for the Higher School Certificate (HSC)

The **HIGHER SCHOOL CERTIFICATE** is the highest educational award you can gain in New South Wales schools. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

**To be eligible for the award of the Higher School Certificate, students must:**

- have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have completed [HSC: All My Own Work](#) (or its equivalent)
- have demonstrated a minimum standard of literacy and numeracy (see [ACE 4060](#)) within 5 years of STARTING the HSC course
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program or its equivalent.

Note: Exemptions may apply to the minimum standard of literacy and numeracy (see [ACE 4061](#))

## Understanding HSC Pathways *(A pathway is one of the ways in which a student may gain the HSC)*

St Johns Park High offers its students **two** pathways to complete the HSC:

- **Pathway 1** – HSC **with** an Australian Tertiary Admission Rank (ATAR). This is a pathway for students who wish to enter university upon completion of their HSC or need an ATAR for entry into a chosen profession (e.g. police force).
- **Pathway 2** – HSC **without** an ATAR. This pathway is for students who may wish to undertake further studies or training at TAFE or enter the workforce upon completion of their HSC.

**Other pathways provided NESA include:**

1. **Accumulating** - You can take up to five consecutive years to finish your studies, starting from the first year you complete an HSC course.
2. **Repeating** - You can repeat one or more courses within the 5 years (see pathway 1) without a penalty. Your RoSA will report the results of all attempts. If eligible, the Universities Admissions Centre (UAC) will calculate your Australian Tertiary Admission Rank (ATAR) from your most recent HSC results.
3. **Credit transfer and recognition of prior learning (RPL)** - You may be able to count courses you did at TAFE or other educational institutions towards your HSC as 'credit transfer'. **Or**, you may not need to complete some course components if you can show that you have met the necessary outcomes in another way, such as through interstate study, as 'RPL'. This may apply to a Preliminary course, part of a Preliminary course or part of an HSC course.
4. **Accelerating** - You may be able to accelerate in a course, sit for the HSC exam for that course (usually at the end of Year 11) and accumulate your results.
5. **Undertaking a school-based apprenticeship or traineeship** - You can start an apprenticeship or complete a traineeship while you study at school. A school-based apprenticeship or traineeship combines paid work, training and school studies. You will gain an industry recognised national VET qualification and credit towards your HSC.

# The HSC Curriculum

## *Subjects*

A subject is the general name given to an area of study and a subject may offer one or more courses. English, Mathematics, History, Studies of Religion, Music and some Languages are subjects which offer more than one course. The other subjects each offer a 2-unit course.

## *Types of Courses*

**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).

**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](#).

**Life Skills Courses** – Students with intellectual disability 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. Talk with the Year Adviser or Careers Adviser to find out whether these courses are suitable.

**Vocational Education and Training Courses (VET)** - VET courses contribute towards the HSC credential and Australian Qualifications Framework (AQF) VET qualification. They are recognised by industry and employers throughout Australia **These courses require you to spend a minimum number of hours (70 hours per course) in the workplace (NESA Requirement)**. In Year 11 and again in Year 12 you must spend one whole week working in industry to fulfil course requirements. During these two weeks of absence from school, it is your responsibility to catch up with work and complete tasks in all the other subjects.

Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR.

## *Units of Study*

Most courses offered for the HSC have a value of two units (2 unit) in the Preliminary study pattern and two units in the HSC study pattern. Each unit requires approximately **60 hours** of classroom study per year or 3 periods per fortnight. A two-unit course over two years requires approximately **240 hours** of classroom work or 6 periods per fortnight. All courses have a value of two units. Some exceptions are provided:

- HSC extension courses - **Extension study** is available in Mathematics, English, History, Science, some languages, and some VET courses. Extension courses build on the content of the two-unit course, and require students to study beyond the two-unit course (this replaces the old 3-unit courses in some subjects)

## Mandatory Study Requirements

- **English** is the only **compulsory HSC subject**.

To be eligible for the award of the HSC you must satisfactorily complete **at least 12 units** in your Preliminary study pattern and **at least 10 units** in your HSC study pattern. Both patterns of study must include:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English, or English Studies
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects

- **No more than six units of courses in Science** can contribute to the Preliminary year and **no more than seven units of courses in Science** can contribute to the HSC

- **All My Own Work** is also a mandatory course that all students must complete as part of their HSC. A full description is provided later in this booklet. To be eligible for a Higher School Certificate all students must complete the **HSC: All My Own Work program** or its equivalent. The program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The course consists of 5 modules. These are outlined below;

### 1. Scholarship Principles and Practices

- What are the principles of good scholarship?
- Why do people cheat?
- What are the consequences of cheating in the HSC?

### 2. Acknowledging Sources

- What, When, Why and How of 'acknowledging sources'
- What strategies can students use in the preparation for the acknowledgement of sources in their work

### 3. Plagiarism

- What is plagiarism?
- How is it detected?
- What are the implications?

### 4. Copyright

- What is copyright?
- Why is it important to respect copyright?

### 5. Working with others

- What strategies can be used to ensure appropriate collaboration in a group work context?

The program will be offered in Term 4 of Year 10 as part of a unit of work during EX-10-SION, delivered in English. All modules must be completed to a **satisfactory level** before a student is deemed to have completed the program.

- **Life Ready** is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school.
- Meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course (see page 7 for more detailed information on meeting the minimum standard).

## HSC Minimum Standard

### What is the HSC minimum standard?

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students. NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school.

The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy.

Only students who meet the HSC minimum standard will receive an HSC credential. To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life. This means that students who demonstrate the standard have the skills to do things like:

- follow safety instructions in equipment manuals
- understand a mobile phone plan
- write a job application
- create a personal weekly budget.

Students who do not meet the HSC minimum standard can still;

- Study HSC courses
- Sit the HSC exams
- Receive HSC assessment and exam results
- Receive an ATAR for University applications
- Receive a Record of School Achievement

### Disability provisions and exemptions

Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills Mathematics will be exempt from the Numeracy minimum standard test.

Further Information can be found at NSW Education Standards Authority (NESA)

<https://www.nsw.gov.au/education-and-training/nesa/hsc/minimum-standard>



## Australian Tertiary Admission Rank (ATAR)

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. From 2025, there will be no distinction between Category A and Category B courses.

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of HSC courses.

Your ATAR is calculated from your:

- best 2 units of English
- best 8 units from your remaining units.

The following students are not eligible to receive an ATAR:

- International Baccalaureate (IB Diploma) candidates (they are allocated a UAC rank based on their IB Admissions core)
- students undertaking tertiary preparation programs such as the Tertiary Preparation Certificate (TPC) and Open Foundation.

For more information, please visit the UAC Website: <https://www.uac.edu.au/future-applicants/atar/atar-eligibility>

## Satisfactory Completion of a Course

You'll be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that you have:

- followed the course developed or endorsed by NESA
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes
- made a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course

You also need to make a serious attempt at the examination for the course. For more information about HSC eligibility requirements, visit the NESA website <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>.

Failure to satisfactorily complete a course will result in that course not contributing to the eligibility requirements. If the course is a 2-unit course with an associated extension course, failure to satisfactorily complete the 2-unit course will result in neither the 2-unit nor the extension course contributing towards your ATAR.

## The difference between HSC subject areas and courses

Within an HSC subject area (e.g. mathematics) there may be several courses (e.g. Mathematics Standard 2, Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2).

If a student studies, for example, Mathematics Extension 1, Mathematics Extension 2, English Advanced, English Extension 1 and Biology they will not meet the four subject area requirement because they have only studied three subject areas: Mathematics, English and Biology. (Extension subjects do not count as an additional subject area.)

To access a list of HSC courses and their subject areas to be examined in 2025, follow the link:

[https://www.uac.edu.au/future-applicants/atar/atar-courses#hsc\\_course\\_list](https://www.uac.edu.au/future-applicants/atar/atar-courses#hsc_course_list)

## Assessment and Reporting

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- School-based assessment tasks will contribute to 50% of your HSC mark. The other 50% will come from the HSC examination.
- HSC results for VET courses are delivered at two levels. Assessment is competency based, with students receiving a competency log. An external exam is optional and will represent 100% of their mark in this course for the HSC.
- You are required to complete school-based assessment tasks for each Board Developed HSC Course, other than VET courses. For VET courses a competency-based assessment program will apply.
- School-based assessment counts for 50% of your overall mark in each course, and is reported on your **HSC Record of Achievement (RoSA)**
- School-based assessment tasks are designed to measure performance in a wide range of objectives that may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.
- Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 (Band 6) will correspond to the highest level of achievement.
- On satisfactory completion of your HSC, you will receive a portfolio containing:
  - **The HSC Testamur** – The official certificate confirming your achievement of all requirements for the award.
  - **The Record of Achievement** – This document lists the courses you have studied and reports the marks and bands you have achieved.
  - **Course Reports** - For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the Band descriptions for that course.

## Courses offered at St Johns Park High School

### Board Developed Courses

Faculty	Course Name	Units	Subject Area
English	▪ Drama	2 units	Drama
	▪ English Advanced	2 units	English
	▪ English EAL/D (by eligibility)	2 units	English
	▪ English Extension (by application)	1 unit	English
	▪ English Standard	2 units	English
	▪ English Studies	2 units	English
Mathematics	▪ Mathematics Accelerated (by application)	2 units	Mathematics
	▪ Mathematics Accelerated Extension (by application)	1 unit	
	▪ Mathematics Advanced	2 units	
	▪ Mathematics Extension 1 (by application)	1 unit	
	▪ Mathematics Standard	2 units	
Science	▪ Biology	2 units	Biology Chemistry Earth and Environmental Science Investigating Science Physics (*max of 7 units of Science)
	▪ Chemistry	2 units	
	▪ Earth and Environmental Science	2 units	
	▪ Investigating Science	2 units	
	▪ Physics	2 units	
HSIE	▪ Aboriginal Studies	2 units	Aboriginal Studies Ancient History Business Studies Legal Studies Modern History
	▪ Ancient History	2 units	
	▪ Business Studies	2 units	
	▪ Legal Studies	2 units	
	▪ Modern History	2 units	
PDHPE	▪ Community and Family Studies	2 units	Community and Family Studies Health and Movement Science
	▪ Health and Movement Science	2 units	
Industrial Arts	▪ Agriculture	2 units	Agriculture Engineering Studies Industrial Technology
	▪ Engineering Studies	2 units	
	▪ Industrial Technology - Timber Products & Furniture Technologies	2 units	
Home Economics	▪ Food Technology	2 units	Food Technology Enterprise Computing Textiles & Design
	▪ Enterprise Computing	2 units	
	▪ Textiles & Design	2 units	
Creative Arts (CAPA)	▪ Music 1	2 units	Music Visual Arts
	▪ Visual Arts	2 units	
Languages	▪ Italian Beginners	2 units	Italian
Vocational Education and Training (VET)	▪ Hospitality – Food and Beverage	2 units	Hospitality Information and Digital Technology Retail Services
	▪ Information and Digital Technology	2 units	
	▪ Retail Services	2 units	

### Life Skills Courses

Life Skills courses provide students who have special education needs with the opportunity to fulfil the requirements for the award of the Life Skills HSC. These courses enable students to gain course specific knowledge and understanding, skills, values and attitudes that will be appropriate to post school environments, such as community living; further education; and employment.

## Vocational Education and Training (VET) in schools

NESA has developed a variety of curriculum frameworks (a series of courses) for various industries. Within each framework there are several courses. Students must undertake a work placement to complete these courses successfully.

Curriculum Framework	Qualification	HSC Examination (optional)
Information and Digital Technology	Statement of Attainment towards Certificate III Information Digital Media & Technology*	Yes
Retail Services	Certificate III in Retail*	Yes
Hospitality (Food and Beverage)	Certificate II in Hospitality*	Yes

The courses below marked \* will include a written examination at the end of the Preliminary Course and at the Trial HSC. For the Higher School Certificate only students who wish to obtain an ATAR must sit for a written examination in addition to the other requirements of the course.

## TAFE and other VET Courses

A wide range of Board Endorsed VET Courses and Content Endorsed courses are available through TAFE. To study at **TAFE** students will need to submit an expression of interest to Ms Andrew, Head Teacher Careers & Senior Pathways and final approval will be given by the Principal.

## Content Endorsed HSC Courses

These are 1-unit and 2-unit courses, which contribute to the HSC but cannot be included in the calculation of the ATAR.

Courses	Units	Faculty
Exploring Childhood	2	Home Economics
Numeracy	2	Mathematics
Photography	2	CAPA
Sport, Lifestyle and Recreation Studies	2	PDHPE
Visual Design	2	CAPA
Work Studies	2	Careers

## Exclusions

The NSW Education Standards Authority has placed exclusions on the combination of certain courses that have similar content. A list of courses and exclusions appear below.

Course	Exclusion
Biology	No more than 6 units of Science in total in Preliminary
Chemistry	No more than 6 units of Science in total in Preliminary
Earth and Environmental Science	No more than 6 units of Science in total in Preliminary
English Studies	English: Advanced, Standard, EAL/D, Life Skills Extension English
English Standard	English: EAL/D, Advanced, English Life skills, English Studies, English Extension
English Advanced	English: EAL/D, Standard, English Life skills, English Studies
English EAL/D	English: Standard, Advanced, Extension, Studies, Life Skills
Mathematics Standard	No other Mathematics courses
Hospitality	Only 2 units of Hospitality can be studied at one time
Industrial Technology	Any other Industrial Technology course
Investigating Science	No more than 6 units of Science in total in Preliminary
Mathematics Extension	Mathematics Standard
Mathematics Standard	Can be studied with no other Mathematics course
Music 1	Music 2
Music 2	Music 1
Physics	No more than 6 units of Science in total in Preliminary
Studies of Religion 1	Only one of these courses can be counted in a pattern of study.
Visual Arts	The body of work completed in Ceramics, Photography and Visual design can only be used for that subject. The body of work may not be replicated and used in Visual Arts or any of the Content Endorsed Courses mentioned here
Languages	No Beginner/Continuer course can be studied at the same time in the same language
<b>Exclusions for HSC Content Endorsed Courses (CECs)</b>	
Photography (CEC)	Works developed for assessment in Photography, Video and Digital Imaging are not to be used either in full or in part for assessment in any other subject.
Sport Lifestyle Recreation Studies (CEC)	Students studying Board Developed HMS must not study CEC modules which duplicate HMS modules.
Visual Design (CEC)	Works developed for assessment in Visual Design are not to be used either in full or in part for assessment in any other subject.

# Planning your Pattern of Study

Work through each of the following 3 steps, once you have read the subject descriptions.

## ***Step 1: Deciding what you want to do***

### **Certain patterns of study and course requirements apply**

You must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

Tick the boxes and write in the spaces to help you decide what items are important for you.

- ☐ I want a HSC.
- ☐ I want to go to University and I need an ATAR.
- ☐ I DON'T want to go to University but I'd like an ATAR just in case I change my mind.
- ☐ I would like to keep my options open and have credit/advanced standing in some subjects.
- ☐ I want to go to TAFE after my HSC.
- ☐ I want skills for a job.
- ☐ I don't know what I'd like to do when I leave school so I need to ask for advice before I choose my subjects. I can ask the Careers Adviser, my Year Advisers, my class teachers and Head Teachers.
- ☐ I want to be a ..... when I leave school so I need to ask the Careers Adviser for advice before I choose my subjects
- ☐ I want ....
- ☐ I want ....
- ☐ I want ....

## ***Step 2: Sample course patterns***

Look at the Sample Course Patterns to help you plan your own choices

### **Remember.....**

BDC = **Board Developed Course (BDC)** can be 1 or 2 Unit

CEC = **Content Endorsed Course (CEC)**

VET = **Vocational Education and Training (VET)** are Board Developed 2-unit Courses

**Many course patterns are available to you.  
The patterns in this booklet are SAMPLES  
You need to design a pattern which is the right one for you**

**A. I want a HSC. I want to go to University. I need an ATAR.**

Preliminary Courses				HSC Courses			
Subject	Course	Type	Units	Subject	Course	Type	Units
English	Advanced	BDC	2	English	Advanced	BDC	2
Mathematics	Standard	BDC	2	Mathematics	Standard 2	BDC	2
Visual Arts		BDC	2	Business Studies		BDC	2
Business Studies		BDC	2	Textiles & Design		BDC	2
Textiles & Design		BDC	2	Biology		BDC	2
Biology		BDC	2				
<b>TOTAL</b>			<b>12</b>	<b>TOTAL</b>			<b>10</b>

**Checklist:** I have chosen to receive an ATAR

- ☐ 10 units of Board Developed Courses
- ☐ Including 2 units of Board Developed English
- ☐ 3 Board Developed courses of 2 units or greater
- ☐ 4 subjects
- ☐ No more than 6 units of Science in Year 11 and 7 units in Year 12

**B. I want a HSC. I want to go to University. I want to study a VET Subject**

Preliminary Courses				HSC Courses			
Subject	Course	Type	Units	Subject	Course	Type	Units
English	Standard	BDC	2	English	Standard	BDC	2
Mathematics	Standard	BDC	2	Mathematics	Standard 2	BDC	2
Music		BDC	Standard	Music		BDC	2
Modern History		BDC	Standard	Modern History		BDC	2
Hospitality		VET	2	Hospitality		VET	2
Information and Digital Technology		VET	2	History	Extension	BDC	1
<b>TOTAL</b>			<b>12</b>	<b>TOTAL</b>			<b>11</b>

**Checklist:** I have chosen to receive an ATAR:

- ☐ 10 units of Board Developed Courses
- ☐ Including 2 units of Board Developed English
- ☐ 3 Board Developed courses of 2 units or greater
- ☐ 4 subjects
- ☐ No more than 6 units of Science in Year 11 and 7 units in Year 12

**C. I want a HSC. I don't need to go to University. I don't need an ATAR. I want to study VET Subjects.**

Preliminary Courses				HSC Courses			
Subject	Course	Type	Units	Subject	Course	Type	Units
English	Studies	BDC	2	English	Studies	BDC	2
Mathematics	Standard	BDC	2	Mathematics	Standard 1	BDC	2
Hospitality		VET	2	Hospitality		VET	2
IDT		VET	2	IDT		VET	2
Retail Services		VET	2	Retail Services		VET	2
SLR		CEC	2	SLR		CEC	2
<b>TOTAL</b>			<b>12</b>	<b>TOTAL</b>			<b>12</b>

**Checklist:** I have chosen to receive a HSC

- ☐ 6 units of Board Developed Courses
- ☐ 2 units of a Board Developed Course in English
- ☐ 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- ☐ 4 subjects
- ☐ No more than 6 units of Science in Year 11 and 7 units in Year 12

**D. I want a HSC. I don't need to go to University. I don't need an ATAR.**

Preliminary Courses				HSC Courses			
Subject	Course	Type	Units	Subject	Course	Type	Units
English	Studies	BDC	2	English	Studies	BDC	2
Mathematics	Standard	BDC	2	Mathematics	Standard 1	BDC	2
Industrial Technology	Timber	BDC	2				
Italian - Beginners		BDC	2	Italian - Beginners		BDC	2
Work Studies		CEC	2	Work Studies		CEC	2
Visual Design		CEC	2	Visual Design		CEC	2
<b>TOTAL</b>			<b>12</b>	<b>TOTAL</b>			<b>10</b>

**Checklist:** I have chosen to receive a HSC

- ☐ 6 units of Board Developed Courses
- ☐ 2 units of a Board Developed Course in English
- ☐ 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- ☐ 4 subjects
- ☐ No more than 6 units of Science in Year 11 and 7 units in Year 12



### Step 3: Planning

Plan your subject selection using the grids and checklists to help you.

I would like an ATAR?      Yes / No

Preliminary Courses				HSC Courses			
Subject	Course	Type	Units	Subject	Course	Type	Units
English		BDC	2	English		BDC	2
		BDC	2			BDC	2
		BDC	2			BDC	2
			2				2
			2				2
TOTAL				TOTAL			

**Checklist:** I have chosen to receive a HSC

- ☐ 6 units of Board Developed Courses
- ☐ 2 units of a Board Developed Course in English
- ☐ 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- ☐ 4 subjects
- ☐ No more than 6 units of Science in Year 11 and 7 units in Year 12

**Checklist:** I have chosen to receive an ATAR

- ☐ 10 units of Board Developed Courses
- ☐ Including 2 units of Board Developed English
- ☐ 3 Board Developed courses of 2 units or greater
- ☐ 4 subjects
- ☐ No more than 6 units of Science in Year 11 and 7 units in Year 12

# COURSES

## BOARD DEVELOPED COURSES



Board Developed courses are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR

# Drama

## Board Developed Course

**Cost:** Nil

**Faculty:** English

### Course number(s):

- 11090 Drama (2 units – Preliminary)
- 15090 Drama (2 units – HSC)

### Exclusions:

- Creative Arts Life Skills
- Drama Life Skills

### Course Description

Students in Drama study the practices of Making, Performing and Critically Studying. While the course builds on the Stages 4 and 5 Drama courses, it also caters for students with less experience in Drama.

### Preliminary Course

Students engage with these components through collaborative and individual experiences.

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

### HSC Course

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

### Group Performance

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

### Individual Project

Students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

### Main Topics include:

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

### Particular Course Requirements

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

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

# English Advanced

Board Developed Course

<b>Cost:</b> Nil	<b>Faculty:</b> English
<b>Course number(s):</b> <ul style="list-style-type: none"> <li>English Advanced (Year 11, 2 units): TBA</li> <li>English Advanced (Year 12, 2 units): TBA</li> </ul>	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>English EAL/D (Year 11, 2 units): TBA</li> <li>English Standard (Year 11, 2 units): TBA</li> <li>English Studies (Year 11, 2 units): TBA</li> <li>English Life Skills (Year 11, 2 units): TBA</li> </ul>

## Course Description

English Advanced 11–12 provides students the opportunity to refine their understanding of the dynamic relationship between language, texts and meaning through critical study, and the skilful and creative use of language forms, language features, and structures of texts composed for different purposes in a range of contexts. Students develop the knowledge to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

## What students learn

Through the study of English Advanced 11–12, students:

- use clear written and verbal communication skills for a range of purposes and audiences
- seek and evaluate information and arguments to inform their understanding of ideas
- make inferences about the intention and meaning of language based on context
- confidently express personal experiences and opinions and develop knowledge and skills as independent learners.

## Preliminary Course

For the English Advanced Year 11 course, students are required to:

- complete 120 indicative hours
- complete Reading to write: Transition to English Advanced as the first unit of work
- complete Narratives that shape our world and Critical study of literature.

Area of Study	Indictive hours
Reading to Write: Transition to English Advanced	40 hours
Narratives that shape our world	40 hours
Critical study of literature	40 hours

## HSC Course

For the English Advanced Year 12 course, students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete Texts and human experiences as the first unit of work
- complete Textual conversations, Critical study of literature and The craft of writing.

Area of Study	Indictive hours
Texts and human experiences	30 hours
Textual conversations	30 hours
Critical study of literature	30 hours
The craft of writing	30 hours

## Text requirements

There are no prescribed texts for Year 11.

## Text requirements

Students are required to closely study 4 prescribed texts, with at least ONE drawn from each of the following categories:

- prose fiction
- poetry
- drama OR nonfiction OR film OR media.

At least ONE of the texts selected must be authored by Shakespeare.

# English EAL/D (by eligibility ONLY)

## Board Developed Course

**Cost:** Nil

**Faculty:** English

### Course number(s):

- English EAL/D (Year 11, 2 units): TBA
- English EAL/D (Year 12, 2 units): TBA

### Exclusions:

- English Advanced (Year 11, 2 units): TBA
- English Extension (Year 11, 1 unit): TBA
- English Standard (Year 11, 2 units): TBA
- English Studies (Year 11, 2 units): TBA
- English Life Skills (Year 11, 2 units): TBA

**Eligibility:** The English EAL/D course is for students who have been educated in English for five years or less, either in Australia or overseas. The [eligibility rules for English EAL/D Stage 6 course](#) are available on the NESA website.

### Course Description

English EAL/D 11–12 provides students the opportunity to develop and consolidate their use, understanding and appreciation of Standard Australian English. Students engage in rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

### What students learn

Through the study of English EAL/D 11–12, students:

- develop clear communication skills for a range of purposes and audiences
- understand and evaluate information and arguments to inform their understanding of ideas
- make informed assumptions about the purpose and meaning of language based on context and culture
- express personal experiences and opinions and develop knowledge and skills as independent learners

### Preliminary Course Content

For the English EAL/D Year 11 course, students are required to:

- complete 120 indicative hours
- complete Reading to write: Transition to English EAL/D as the first unit of work
- complete Texts and society; and Close study of text
- engage in speaking and listening components in each focus area.

Area of Study	Indictive hours
Reading to Write: Transition to English EAL/D	40 hours
Texts and society	40 hours
Close study of text	40 hours

### Text requirements

There are no prescribed texts for Year 11. Students are required to study ONE quality literary text; for example, a film, prose fiction, a drama or a poetry study which may constitute a selection of poems from the work of one poet.

### HSC Course Content

For the English EAL/D Year 12 course, students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete Texts and human experiences as the first unit of work
- complete Language, identity and culture; Close study of text; and Writing
- engage in speaking and listening components in each focus area.

Area of Study	Indictive hours
Texts and human experiences	30 hours
Language, identity and culture	30 hours
Close study of text	30 hours
Writing	30 hours

### Text requirements

Students are required to closely study 3 types of prescribed texts, with ONE drawn from each of the following categories:

- prose fiction
- poetry
- drama OR film OR media OR nonfiction.

The selections of texts for the focus area of Writing do not contribute to the required pattern of prescribed texts for the course.

# English Extension 1

Board Developed Course

<b>Cost:</b> Nil		<b>Faculty:</b> English											
<b>Course number(s):</b> <ul style="list-style-type: none"><li>English Extension (Year 11, 1 unit): TBA</li><li>English Extension 1 (Year 12, 1 unit): TBA</li><li>English Extension 2 (Year 12, 1 unit):TBA</li></ul>		<b>Exclusions:</b> <ul style="list-style-type: none"><li>English EAL/D (Year 11, 2 units): TBA</li><li>English Standard (Year 11, 2 units): TBA</li><li>English Studies (Year 11, 2 units): TBA</li><li>English Life Skills (Year 11, 2 units): TBA</li></ul>											
<b>Prerequisites:</b> <ul style="list-style-type: none"><li>English Advanced (Year 12, 2 units): TBA</li><li>English Extension 1 (Year 12, 1 unit): TBA</li></ul>													
<b>Course Description</b> <p>Extension 1 provides students with the opportunity to extend their use of language and self-expression in creative and critical ways. Students engage with increasingly complex concepts through a broad range of literature from different contexts. Through this, they refine their understanding and appreciation of the significance of texts, and the way that literature shapes and reflects the world.</p> <p>English Extension 2 extends students’ conceptual understanding of the ways literature is read and written through their consideration of authorship and their authorial role. Students develop their understanding of the composition process to create a substantial and original Major work</p> <b>What students learn</b> <p>Through the study of English Extension, students:</p> <ul style="list-style-type: none"><li>learn to use clear written and verbal communication for a range of purposes and audiences</li><li>interpret and evaluate information and arguments for clarity, precision and effectiveness</li><li>make inferences about intention and meaning of language based on contextual clues</li><li>explore using verbal and written language to confidently express personal experiences and opinions, and reflect on development of knowledge and skills as independent learners.</li></ul>													
<b>Preliminary Course Content</b> <p>For the English Extension Year 11 course, students are required to:</p> <ul style="list-style-type: none"><li>complete 60 indicative hours</li><li>undertake the study of Texts, culture and value</li><li>undertake the Related research project.</li></ul> <table><tr><th>Area of Study</th><th>Indictive hours</th></tr><tr><td>Texts, culture and value</td><td>40 hours</td></tr><tr><td>Related research project and society (This project may be undertaken concurrently)</td><td>20 hours</td></tr></table>		Area of Study	Indictive hours	Texts, culture and value	40 hours	Related research project and society (This project may be undertaken concurrently)	20 hours	<b>HSC Course Content</b> <p>For the English Extension 1 Year 12 course, students are required to:</p> <ul style="list-style-type: none"><li>complete the English Extension Year 11 course as a prerequisite</li><li>complete 60 indicative hours</li><li>undertake the study of ONE elective option.</li></ul> <table><tr><th>Area of Study</th><th>Indictive hours</th></tr><tr><td>Literary worlds (including ONE elective option)</td><td>60 hours</td></tr></table>		Area of Study	Indictive hours	Literary worlds (including ONE elective option)	60 hours
Area of Study	Indictive hours												
Texts, culture and value	40 hours												
Related research project and society (This project may be undertaken concurrently)	20 hours												
Area of Study	Indictive hours												
Literary worlds (including ONE elective option)	60 hours												
<b>Text requirements</b> <p>Teachers prescribe ONE text from the past and its manifestations in one or more recent contexts. Students select ONE text and its manifestations in one or more recent contexts. They research a range of texts as part of their Related research project.</p>		<b>Text requirements</b> <p>Students are required to study THREE prescribed texts in ONE elective. At least TWO of these texts are required to be extended print texts, which may include poetry. Students are also required to study ONE related text for the elective.</p>											

# English Standard

## Board Developed Course

<b>Cost:</b> Nil	<b>Faculty:</b> English
<b>Course number(s):</b> <ul style="list-style-type: none"> <li>English Standard (Year 11, 2 units): TBA</li> <li>English Standard (Year 12, 2 units): TBA</li> </ul>	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>English Advanced (Year 12, 2 units): TBA</li> <li>English EAL/D (Year 12, 2 units): TBA</li> <li>English Extension 1 (Year 12, 1 unit): TBA</li> <li>English Extension 2 (Year 12, 1 unit): TBA</li> <li>English Studies (Examination) (Year 12, 2 units): TBA</li> <li>English Life Skills (Year 12, 2 units): TBA</li> </ul>

### Course Description

English Standard 11–12 provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts, in order to become confident and effective communicators. Students develop the knowledge to analyse, reconsider and refine meaning, and to reflect on their own processes of responding, composing and learning.

### What students learn

Through the study of English Standard 11–12, students:

- develop clear communication skills for a range of purposes and audiences
- find information and perspectives to develop their understanding of ideas
- learn to make assumptions about the purpose and meaning of language based on context
- express personal experiences and opinions and reflect on skills as independent learners.

### Year 11 Course content

For the English Standard Year 11 course, students are required to:

- complete 120 indicative hours
- complete Reading to write: Transition to English Standard as the first unit of work
- complete Contemporary possibilities and Close study of literature.

Area of Study	Indictive hours
Reading to Write: Transition to English Standard	40 hours
Contemporary possibilities	40 hours
Close study of literature	40 hours

### Year 12 Course Content

For the English Standard Year 12 course, students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete Texts and human experiences as the first unit of work
- complete Language, identity and culture, Close study of literature and The craft of writing.

Area of Study	Indictive hours
Texts and human experiences	30 hours
Language, identity and culture	30 hours
Close study of literature	30 hours
The craft of writing	30 hours

### Text requirements

There are no prescribed texts for Year 11.

Students are required to study ONE complex multimodal or digital text in Contemporary possibilities. This may include the study of film.

Students are required to study ONE substantial literary print text in 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.

### Text requirements

Students are required to closely study 3 prescribed texts, with ONE drawn from each of the following categories:

- prose fiction
- poetry
- drama OR film OR media OR nonfiction.

# English Studies

## Board Developed Course

**Cost:** Nil

**Faculty:** English

**Course number(s):**

- English Studies (Year 11, 2 units): TBA
- English Studies (Year 12, 2 units): TBA

**Exclusions:**

- English Advanced (Year 11, 2 units): TBA
- English EAL/D (Year 11, 2 units): TBA
- English Extension (Year 11, 1 unit): TBA
- English Standard (Year 11, 2 units): TBA
- English Life Skills (Year 11, 2 units): TBA

**Optional examination:**

English Studies students who intend to undertake the optional HSC examination must also be enrolled in:

- English Studies (Year 12, 2 units): TBA

**Course Description**

English Studies 11–12 provides students the opportunity to explore the ideas, values, language forms, features and structures of texts from a range of contexts. Through responding to and composing texts, students strengthen their ability to access and comprehend information, assess its reliability and synthesise the knowledge gained from a range of sources for a variety of purposes.

English Studies 11–12 provides students the opportunity to explore the ideas, values, language forms, features and structures of texts from a range of contexts. Through responding to and composing texts, students strengthen their ability to access and comprehend information, assess its reliability and synthesise the knowledge gained from a range of sources for a variety of purposes.

**What students learn**

Through the study of English Studies 11–12, students:

- develop and use communication skills for a range of purposes and audiences
- find information and perspectives that will inform their understanding of ideas
- make inferences about the meaning of language based on context
- express personal experiences and opinions and develop skills as independent learners.

**Year 11 Course Content**

For the English Studies Year 11 course, students are required to:

- complete 120 indicative hours
- complete Reading to write: Transition to English Studies as the first unit of work
- complete an additional 2–3 elective focus areas.

Area of Study	Indictive hours
Reading to Write: Transition to English Studies	30-40 hours
An additional 2–3 elective focus areas	20-40 hours each

**HSC Course Content**

For the English Studies Year 12 course, students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete Narrative and human experiences, Writing for purpose and an additional 2 elective focus areas

Area of Study	Indictive hours
Narrative and human experiences	35 hours
Writing for purpose	35 hours
2 elective focus areas	35 hours

**Text requirements**

There are no prescribed texts for Year 11.

Students are required to study ONE substantial multimodal text, which could be film or media.

Students are required to study ONE substantial print text, which could be prose fiction, nonfiction, poetry or drama.

**Text requirements**

Students are required to study a wide range of texts, with ONE substantial text drawn from each of the following categories:

- print text, which could be prose fiction, nonfiction, poetry or drama
- multimodal text, which could be film or media.

For Narrative and human experiences, students are required to study:

- ONE text from the prescribed text list.

For Writing for purpose, students are required to study:

- At least FOUR short texts from the prescribed text list



# Mathematics Advanced

Board Developed Course

**Cost:** Nil

**Faculty:** Mathematics

**Course number(s):**

- Mathematics Advanced (Year 11, 2 units): TBA
- Mathematics Advanced (Year 12, 2 units): TBA

**Exclusions:**

- Mathematics Standard (Year 11, 2 units): TBA
- Mathematics Life Skills (Year 11, 2 units): TBA

## Course structure and requirements

Mathematics Advanced consists of the courses Mathematics Advanced Year 11 and Mathematics Advanced Year 12. Students must study both Mathematics Advanced Year 11 and Mathematics Extension 1 Year 11 courses before they can study Year 12 Mathematics Extension courses.

Alternatively, students can study both Mathematics Advanced Year 11 and Mathematics Advanced Year 12 before they begin either Mathematics Extension 1 Year 11 and Mathematics Extension 1 Year 12, or Mathematics Extension 1 Year 12 and Mathematics Extension 2 Year 12.

## Course Description

Mathematics Advanced 11–12 focuses on mathematical ways of viewing the world to investigate concepts, such as order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to explore mathematical problems through observation, reflection and reasoning.

### What students learn

Through the study of Mathematics Advanced 11–12, students:

- develop knowledge, understanding and skills in Working mathematically and communicating concisely and precisely
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling
- gain an appropriate mathematical background for future pathways which involve mathematics and its applications at the tertiary level.

## Preliminary Course

Functions

- Working with functions
- Graph transformations

Trigonometric Functions

- Trigonometry and measure of angles
- Trigonometric identities and equations

Calculus

- Introduction to differentiation

Exponential and Logarithmic Functions

- Exponential and logarithmic functions

Statistical Analysis

- Probability and data

## HSC Course

Functions

Further graph transformations and modelling

Calculus

- Differential calculus
- Integral calculus
- Applications of calculus

Sequences and Series

- Sequences and Series

Statistical Analysis

- Random Variables

Financial Mathematics

- Financial mathematics

# Mathematics Extension 1

Board Developed Course

**Cost:** Nil

**Faculty:** Mathematics

**Course number(s):**

- Mathematics Extension 1 (Year 11, 1 unit): TBA
- Mathematics Extension 1 (Year 12, 1 unit): TBA

**Exclusions:**

- Mathematics Standard (Year 11, 2 units): TBA
- Mathematics Life Skills (Year 11, 2 units): TBA

## Course structure and requirements

- Mathematics Extension 1 consists of the courses Mathematics Extension 1 Year 11 and Mathematics Extension 1 Year 12.
- Students studying one or both Extension 1 and 2 courses must study both Mathematics Advanced Year 11 and Mathematics Extension 1 Year 11 courses before undertaking the study of Mathematics Extension 1 Year 12, or both Mathematics Extension 1 Year 12 and Mathematics Extension 2 Year 12.
- An alternative approach is for students to study both Mathematics Advanced Year 11 and Mathematics Advanced Year 12 before undertaking the study of Mathematics Extension 1 Year 11 and Mathematics Extension 1 Year 12, or both Mathematics Extension 1 Year 12 and Mathematics Extension 2 Year 12.

## Course Description

Mathematics Extension 1 focuses on the development of students mathematical arguments and proofs, and use of mathematical models. The course allows students to develop a thorough knowledge and understanding of and competence in further aspects of mathematics as an extension of the Mathematics Advanced 11–12 course.

### What students learn

Through the study of Mathematics Extension 1, students:

- develop thorough knowledge, understanding and skills in Working mathematically and in communicating concisely and precisely
- develop rigorous mathematical arguments and proofs, and use mathematical models extensively
- develop awareness of the interconnected nature of mathematics, its beauty and its functionality
- gain an appropriate mathematical background for future pathways that may involve mathematics and its applications.

## Preliminary Course

### Functions

- Further Work with Functions
- Polynomials

### Trigonometric Functions

- Further Trigonometric Identities

### Combinatorics

- Permutations and combinations
- The binomial theorem

## HSC Course

### Proof

- Proof by Mathematical Induction

### Vectors

- Introduction to Vectors

### Trigonometric Functions

- Inverse trigonometric functions

### Calculus

- Further calculus skills
- Further applications of calculus

### Statistical Analysis

- The binomial distribution and sampling distribution of the mean

# Mathematics Standard

Board Developed Course

**Cost:** Nil

**Faculty:** Mathematics

**Course number(s):**

Mathematics Standard (2 units – Year 11) TBA  
Mathematics Standard 1 (2 units – Year 12) TBA  
Mathematics Standard 2 (2 units – Year 12) TBA

**Exclusions:**

Mathematics Advanced (Year 11, 2 units)  
Mathematics Extension 1 (Year 11, 1 unit)  
Mathematics Life Skills (Year 11, 2 units)

**Course structure and requirements**

The Year 11 course is undertaken by all students intending to study either the Year 12 Mathematics Standard 1 course or the Year 12 Mathematics Standard 2 course.

**Course Description**

Mathematics Standard 11–12 focuses on enabling students to use mathematics to make informed decisions in their daily lives. Students develop understanding and competence through real-world applications of mathematics. Mathematics Standard 1 provides opportunities for students to build confidence and make mathematics meaningful. Students develop their mathematical knowledge and understanding through applying and modelling to prepare for post-school employment or further training. Mathematics Standard 2 provides a pathway for students to extend their mathematical thinking by examining more complex content, and through applications and modelling.

**Preliminary Course**

Areas of Study:

Algebra

- Formulas and equations
- Linear relationships

Financial Mathematics

- Earning money
- Managing money

Measurement

- Applications of measurement
- Time and location

Networks

- Networks, paths and trees

Statistics

- Data analysis

**HSC Course**

Mathematics Standard 1, students:

- develop their knowledge, understanding and skills in Working mathematically and in communicating concisely and systematically
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling and use these models to solve problems related to their present and future needs
- gain an appropriate mathematical background for post-school employment or further training.

Mathematics Standard 2, students:

- develop their knowledge, understanding and skills in Working mathematically and in communicating concisely and systematically
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling and use these models to solve problems related to their present and future needs
- develop an understanding of, and skills in, further aspects of mathematics for concurrent HSC studies
- gain an appropriate mathematical background for a wide range of educational and employment aspirations.

<p style="text-align: center;"><b>Biology</b> Board Developed Course</p>	
<b>Cost:</b> Nil (May incur camp expenses up to \$120)	<b>Faculty:</b> Science
<b>Course number(s):</b> 11030 Biology (2 units – Year 11) 15030 Biology (2 units – Year 12)	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>16644 Living World Science Life Skills (2 units, Year 11)</li> <li>16644 Living World Science Life Skills (2 units, Year 12)</li> </ul>
<b>Course Description</b> <p>The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.</p> <p>The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.</p>	
<b>Preliminary Course</b> The Year 11 course consists of four modules: <ul style="list-style-type: none"> <li>Module 1 Cells as the Basis of Life</li> <li>Module 2 Organisation of Living Things</li> <li>Module 3 Biological Diversity</li> <li>Module 4 Ecosystem Dynamics</li> </ul>	<b>HSC Course</b> The Year 12 course consists of four modules: <ul style="list-style-type: none"> <li>Module 5 Heredity</li> <li>Module 6 Genetic Change</li> <li>Module 7 Infectious Disease</li> <li>Module 8 Non-infectious Disease and Disorders</li> </ul>
<b>Course Requirements</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Fieldwork is also mandated in Year 11 and is an integral part of the learning process.</li> </ul>	
<b>Pattern of study:</b> A student may count up to: <ul style="list-style-type: none"> <li>Year 11: Six units of Science</li> <li>Year 12: Seven units of Science</li> </ul> to satisfy pattern of study requirements for the HSC.	
<b>Related Industries</b> The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to; <ul style="list-style-type: none"> <li>Agriculture, Forestry and Fishing</li> <li>Electricity, Gas, Water and Waste Services</li> <li>Health Care and Social Assistance</li> <li>Mining</li> <li>Professional, Scientific and Technical Services</li> </ul>	

# Chemistry

## Board Developed Course

**Cost:** Nil (May incur excursion/competition expenses up to \$100)

**Faculty:** Science

**Course number(s):**

- 11050 Chemistry (2 units – Year 11)
- 15050 Chemistry (2 units – Year 12)

**Exclusions:**

- 16648 Chemical World Science Life Skills (2 units, Year 11)
- 16648 Chemical World Science Life Skills (2 units, Year 12)

**Course Description**

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

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

**Preliminary Course**

The Year 11 course consists of four modules:

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

**HSC Course**

The Year 12 course consists of four modules:

- Module 5 Equilibrium and Acid Reactions
- Module 6 Acid/base Reactions
- Module 7 Organic Chemistry
- Module 8 Applying Chemical Ideas

**Course Requirements**

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

**Pattern of study:**

A student may count up to:

- Year 11: Six units of Science
- Year 12: Seven units of Science

to satisfy pattern of study requirements for the HSC.

**Related Industries**

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to;

- Agriculture, Forestry and Fishing
- Electricity, Gas, Water and Waste Services
- Health Care and Social Assistance
- Mining
- Professional, Scientific and Technical Services

# Earth and Environmental Science

## Board Developed Course

**Cost:** Nil (May incur excursion/fieldwork expenses up to \$120)

**Faculty:** Science

### Course number(s):

- 11100 Earth and Environmental Science (2 units – Year 11)
- 15100 Earth and Environmental Science (2 units – Year 12)

### Exclusions:

- 16649 Earth and Space Science Life Skills (2 units – Year 11)
- 16649 Earth and Space Science Life Skills (2 units – Year 12)

### Course Description

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

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.

### Preliminary Course

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

### HSC Course

- 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 mandated in both Year 11 and Year 12 and is an integral part of the learning process.

### Pattern of study:

A student may count up to:

- Year 11: Six units of Science
- Year 12: Seven units of Science

to satisfy pattern of study requirements for the HSC.

### Related Industries

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to;

- Agriculture, Forestry and Fishing
- Education and Training
- Electricity, Gas, Water and Waste Services
- Health Care and Social Assistance
- Mining

# Investigating Science

Board Developed Course

**Cost:** Nil

(May incur other expenses up to \$50)

**Faculty:** Science

**Course number(s):**

11215 Investigating Science (2 units – Year 11)

15215 Investigating Science (2 units – Year 12)

**Exclusions:** Investigating Science Life Skills

Students can only study up to 6 units of Science in Year 11

## Course Description

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

## Preliminary Course

- Module 1 - Cause and Effect – Observing
- Module 2 - Cause and Effect – Inferences and Generalisations
- Module 3 - Scientific Models
- Module 4 - Theories and Laws

## HSC Course

- Module 5 - Scientific Investigations
- Module 6 - Technologies
- Module 7 - Fact or Fallacy?
- Module 8 - Science and Society

## Course Requirements

- Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

## Pattern of study:

A student may count up to:

- Year 11: Six units of Science
- Year 12: Seven units of Science

to satisfy pattern of study requirements for the HSC.

## Related Industries

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to;

- Education and Training
- Electricity, Gas, Water and Waste Services
- Health Care and Social Assistance
- Professional, Scientific and Technical Services
- Public Administration and Safety

# Physics

## Board Developed Course

**Cost:** Nil (May incur other expenses up to \$100)

**Faculty:** Science

**Course number(s):**

- 11310 Physics (2 units – Year 11)
- 15330 Physics (2 units – Year 12)

**Exclusions:**

- 16646 Physical World Science Life Skills (2 units – Year 11)
- 16646 Physical World Science Life Skills (2 units – Year 12)

**Course Description**

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

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

**Preliminary Course**

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

**HSC Course**

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

**Course Requirements**

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

Note: It is recommended that students undertake the Mathematics Advanced course in conjunction with studying Physics.

**Pattern of study:**

A student may count up to:

- Year 11: Six units of Science
- Year 12: Seven units of Science

to satisfy pattern of study requirements for the HSC.

**Related Industries**

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to;

- Construction
- Electricity, Gas, Water and Waste Services
- Manufacturing
- Mining
- Professional, Scientific and Technical Services



<b>Aboriginal Studies</b> Board Developed Course	
<b>Cost:</b> Nil	<b>Faculty:</b> HSIE
<b>Course number(s):</b> <ul style="list-style-type: none"> <li>11000 Aboriginal Studies (2 units – Year 11)</li> <li>15000 Aboriginal Studies (2 units – Year 12)</li> </ul>	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>Aboriginal Studies Life Skills</li> <li>HSIE Life Skills</li> </ul>
<b>Course Description</b> 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. The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.	
<b>Preliminary Course</b> <b>Part I: Aboriginality and the Land</b> <ul style="list-style-type: none"> <li>Aboriginal peoples' relationship to Country</li> <li>Dispossession and dislocation of Aboriginal peoples from Country</li> <li>Impact of British colonisation on Country</li> </ul> <b>Part II: Heritage and Identity</b> <ul style="list-style-type: none"> <li>The Dreaming and cultural ownership</li> <li>Diversity of Aboriginal cultural and social life</li> <li>Impact of colonisation on Aboriginal cultures and families</li> <li>Impact of racism and stereotyping</li> </ul> <b>Part III: International Indigenous Community: Comparative Study</b> <ul style="list-style-type: none"> <li>Location, environment and features of an international Indigenous community</li> <li>Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity</li> </ul> <b>Part IV: Research and Inquiry Methods: Local Community Case Study</b> <ul style="list-style-type: none"> <li>Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information</li> </ul>	<b>HSC Course</b> <b>Part I – Social Justice and Human Rights Issues</b> <ul style="list-style-type: none"> <li><b>(a) Global Perspective:</b> Global understanding of human rights and social justice <b>AND</b></li> <li><b>(b) Comparative Study :</b> A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence</li> </ul> <b>Part II – Case Study of an Aboriginal community for each topic</b> <ul style="list-style-type: none"> <li><b>(a) Aboriginality and the Land</b> – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses <b>OR</b></li> <li><b>(b) Heritage and Identity</b> – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses</li> </ul> <b>Part III – Research and Inquiry Methods – Major Project:</b> Choice of project topic based on student interest.
<b>Course Requirements</b> In both courses, students must undertake mandatory community 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.	
<b>Related Industries</b> The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, <ul style="list-style-type: none"> <li>Arts and Recreation Services</li> <li>Education and Training</li> <li>Health Care and Social Assistance</li> <li>Information Media and Telecommunications</li> <li>Public Administration and Safety</li> </ul>	

# Ancient History

Board Developed Course

<b>Cost:</b> Nil	<b>Faculty:</b> HSIE
<b>Course number(s):</b> 11020 Ancient History (2 units – Year 11) 15020 Ancient History (2 units – Year 12)	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>▪ Ancient History Life Skills</li> <li>▪ HSIE Life Skills</li> </ul>
<b>Course Description</b> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.</p>	
<b>Preliminary Course</b> The Year 11 course comprises three sections. <ul style="list-style-type: none"> <li>▪ Investigating Ancient History (60 indicative hours)               <ul style="list-style-type: none"> <li>○ Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies.</li> </ul> </li> <li>▪ Features of Ancient Societies (40 indicative hours)               <ul style="list-style-type: none"> <li>○ Students study at least two ancient societies.</li> </ul> </li> <li>▪ Historical Investigation (20 indicative hours)               <ul style="list-style-type: none"> <li>○ Historical concepts and skills are integrated with the studies undertaken in Year 11.</li> </ul> </li> </ul>	<b>HSC Course</b> The Year 12 course comprises four sections. <ul style="list-style-type: none"> <li>▪ Core Study: Cities of Vesuvius               <ul style="list-style-type: none"> <li>○ Pompeii and Herculaneum (30 indicative hours)</li> </ul> </li> <li>▪ One ‘Ancient Societies’ topic (30 indicative hours)</li> <li>▪ One ‘Personalities in their Times’ topic (30 indicative hours)</li> <li>▪ One ‘Historical Periods’ topic (30 indicative hours)</li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>
<b>Course Requirements</b> In the Preliminary course, students undertake at least two case studies. <ul style="list-style-type: none"> <li>▪ One case study must be from Egypt, Greece, Rome or Celtic Europe, and</li> <li>▪ One case study must be from Australia, Asia, the Near East or the Americas.</li> </ul>	<b>Course Requirements</b> <b>Year 12</b> The HSC course requires study from at least two of the following areas: <ul style="list-style-type: none"> <li>▪ Egypt</li> <li>▪ Near East</li> <li>▪ China</li> <li>▪ Greece</li> <li>▪ Rome</li> </ul>
<b>Related Industries</b> The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, <ul style="list-style-type: none"> <li>▪ Arts and Recreation Services</li> <li>▪ Education and Training</li> <li>▪ Information Media and Telecommunications</li> <li>▪ Public Administration and Safety</li> </ul>	

<b>Business Studies</b> Board Developed Course	
<b>Cost:</b> Nil	<b>Faculty:</b> HSIE
<b>Course number(s):</b> <ul style="list-style-type: none"> <li>11040 Business Studies (2 units – Year 11)</li> <li>15040 Business Studies (2 units – Year 12)</li> </ul>	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>Business and Economics Life Skills</li> <li>HSIE Life Skills</li> </ul>
<b>Course Description</b> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will 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.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<b>Preliminary Course</b> <ul style="list-style-type: none"> <li>Nature of business (20%) – the nature and role of business</li> <li>Business management (40%) – the nature and responsibilities of management</li> <li>Business planning (40%) – the process of establishing and planning a small to medium enterprise</li> </ul>	<b>HSC Course</b> <ul style="list-style-type: none"> <li>Operations (25%) – strategies for effective operations management</li> <li>Marketing (25%) – development and implementation of successful marketing strategies</li> <li>Finance (25%) – financial information in the planning and management of business</li> <li>Human resources (25%) – human resource management and business performance</li> </ul>
<b>Related Industries</b> <p>The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to,</p> <ul style="list-style-type: none"> <li>Education and Training</li> <li>Financial and Insurance Services</li> <li>Public Administration and Safety</li> <li>Rental, Hiring and Real Estate Services</li> </ul>	

## Legal Studies

Board Developed Course

<b>Cost:</b> Nil	<b>Faculty:</b> HSIE
<b>Course number(s):</b> <ul style="list-style-type: none"> <li>11220 Legal Studies (2 units – Year 11)</li> <li>15220 Legal Studies (2 units – Year 12)</li> </ul>	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>Citizenship and Legal Studies Life Skills</li> <li>HSIE Life Skills</li> </ul>
<b>Course Description</b> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
<b>Preliminary Course</b> <ul style="list-style-type: none"> <li>Part I – The Legal System (40% of course time)</li> <li>Part II – The Individual and the Law (30% of course time)</li> <li>Part III – The Law in Practice (30% of course time)</li> </ul> <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p>	<b>HSC Course</b> <ul style="list-style-type: none"> <li>Core Part I: Crime (30% of course time)</li> <li>Core Part II: Human Rights (20% of course time)</li> <li>Part III: Two options (50% of course time)</li> </ul> <p>Students will study two options chosen from:</p> <ul style="list-style-type: none"> <li>Consumers</li> <li>Global environmental protection</li> <li>Family</li> <li>Indigenous peoples</li> <li>Shelter</li> <li>Workplace</li> <li>World order</li> </ul> <p><b>Each topic's themes and challenges</b> should be integrated into the study of the topic</p>
<b>Related Industries</b> <p>The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to,</p> <ul style="list-style-type: none"> <li>Education and Training</li> <li>Financial and Insurance Services</li> <li>Professional, Scientific and Technical Services</li> <li>Public Administration and Safety</li> </ul>	

<b>Modern History</b> Board Developed Course	
<b>Cost:</b> Nil	<b>Faculty:</b> HSIE
<b>Course number(s):</b> <ul style="list-style-type: none"> <li>11270 Modern History (2 units – Year 11)</li> <li>15270 Modern History (2 units – Year 12)</li> </ul>	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>Modern History Life Skills</li> <li>HSIE Life Skills</li> </ul>
<b>Course Description</b> The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world. The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.	
<b>Preliminary Course</b> The Year 11 course comprises three sections. <ul style="list-style-type: none"> <li>Investigating Modern History including ‘The Nature of Modern History’ and ‘Case Studies’) <ul style="list-style-type: none"> <li>Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies.</li> </ul> </li> <li>Historical Investigation</li> <li>The Shaping of the Modern World <ul style="list-style-type: none"> <li>At least one study from ‘The Shaping of the Modern World’ is to be undertaken.</li> </ul> </li> </ul> Historical concepts and skills are integrated with the studies undertaken in Year 11.	<b>HSC Course</b> The Year 12 course comprises four sections <ul style="list-style-type: none"> <li>Core Study: Power and Authority in the Modern World 1919–1946</li> <li>One ‘National Studies’ topic</li> <li>One ‘Peace and Conflict’ topic</li> <li>One ‘Change in the Modern World’ topic</li> </ul> Historical concepts and skills are integrated with the studies undertaken in Year 12.
In the Year 11 course, students undertake at least two case studies. <ul style="list-style-type: none"> <li>One case study must be from Europe, North America or Australia, and</li> <li>One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.</li> </ul>	In the Year 12 course, students are required to study at least one non-European/Western topic, for example: <ul style="list-style-type: none"> <li>India 1942–1984,</li> <li>Conflict in the Pacific 1937–1951,</li> <li>The Cultural Revolution to Tiananmen Square 1966–1989.</li> </ul>
<b>Related Industries</b> The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, <ul style="list-style-type: none"> <li>Education and Training</li> <li>Information Media and Telecommunications</li> <li>Public Administration and Safety</li> </ul>	

# Community and Family Studies

Board Developed Course

<b>Cost:</b> Nil	<b>Faculty:</b> PDHPE
<b>Course number(s):</b> <ul style="list-style-type: none"> <li>11060 Community and Family Studies (2 units – Yr11)</li> <li>15060 Community and Family Studies (2 units – Yr12)</li> </ul>	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>Community and Family Studies Life Skills</li> </ul>
<p><b>Course Description</b></p> <p>Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p> <p><b>What students learn</b></p> <p>Through the study of the Community and Family Studies course, students learn to develop:</p> <ul style="list-style-type: none"> <li>knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing</li> <li>knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing</li> <li>knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities</li> <li>knowledge and understanding about research methodology and skills in researching, analysing and communicating</li> <li>skills in the application of management processes to meet the needs of individuals, groups, families and communities</li> <li>skills in critical thinking and the ability to take responsible action to promote wellbeing</li> <li>an appreciation of the diversity and interdependence of individuals, groups, families and communities.</li> </ul>	
<p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li><b>Resource Management</b> - Basic concepts of the resource management process (20%).</li> <li><b>Individuals and Groups</b> -The individual's roles, relationships and tasks within groups (40%)</li> <li><b>Families and Communities</b> - Family structures and functions and the interaction between family and community (40%).</li> </ul>	<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li><b>Research Methodology</b> - Research methodology and skills culminating in the production of an Independent Research Project (25%).</li> <li><b>Groups in Context</b> - The characteristics and needs of specific community groups (25%)</li> <li><b>Parenting and Caring</b> - Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (25%).</li> </ul> <p><b>HSC Option Modules</b></p> <p><b>Select one of the following (25%):</b></p> <ul style="list-style-type: none"> <li><b>Family and Societal Interactions</b> - Government and community structures that support and protect family members throughout their lifespan.</li> <li><b>Social Impact of Technology</b> - The impact of evolving technologies on individuals and lifestyle.</li> <li><b>Individuals and Work</b> - Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul>
<p><b>Course Requirements:</b></p> <p>Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</p>	
<p><b>Related Industries</b></p> <p>The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to,</p> <ul style="list-style-type: none"> <li>Education and Training</li> <li>Health Care and Social Assistance</li> <li>Public Administration and Safety</li> </ul>	

# Health and Movement Science

## Board Developed Course

<b>Cost:</b> Nil	<b>Faculty:</b> PDHPE
<b>Course number(s):</b> <ul style="list-style-type: none"> <li>Health and Movement Science (Year 11, 2 units): 11390</li> <li>Health and Movement Science (Year 12, 2 units): 15410</li> </ul>	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>Health and Movement Science Life Skills (Year 11, 2 units): 16622</li> <li>Health and Movement Science Life Skills (Year 12, 2 units): 16622</li> </ul>
<b>Course Description</b> <p>The Year 11 and 12 course is structured to provide students with opportunities to develop and apply their knowledge, understanding and skills of health and movement concepts.</p> <ul style="list-style-type: none"> <li>Year 11 is organised into 2 focus areas: Health for individuals and communities; and the body and mind in motion.</li> <li>Year 12 is organised into 2 focus areas: Health in an Australian and global context; and Training for improved performance.</li> <li>Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11.</li> <li>The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content.</li> </ul>	
<b>Preliminary Course</b> <p>The Year 11 course comprises 4 components. Students are required to study all 4 components of the course.</p> <ul style="list-style-type: none"> <li>Health for individuals and communities (40hs)</li> <li>The body and mind in motion (40 hrs)</li> <li>Collaborative Investigation (20 hrs)</li> <li>Depth studies (a minimum of 2) (20 hrs)</li> </ul>	<b>HSC Course</b> <p>The Year 12 course comprises 3 components. Students are required to study all 3 components of the course.</p> <ul style="list-style-type: none"> <li>Health in an Australian and global context (45 hrs)</li> <li>Training for improved performance (45 hrs)</li> <li>Depth studies (a minimum of 2) (30 hrs)</li> </ul>
<b>Depth Studies Year 11</b> <p>The requirements for the Depth Studies include:</p> <ul style="list-style-type: none"> <li>a total of 20 hours of in-class time allocated in Health for Individuals and Communities and/or The Body and Mind in Motion</li> <li>a minimum of 2 Depth Studies</li> <li>knowledge and understanding, and skill outcomes, to be addressed in each depth study.</li> </ul> <p>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.</p>	<b>Depth Studies Year 12</b> <p>The requirements for the Depth Studies include:</p> <ul style="list-style-type: none"> <li>a total of 30 hours of in-class time allocated in Health in an Australian and Global Context and/or Training for Improved Performance</li> <li>a minimum of 2 Depth Studies</li> <li>knowledge and understanding, and skill outcomes, to be addressed in each depth study</li> <li>one depth study must be formally assessed as a school-based assessment task.</li> </ul> <p>Where appropriate, case studies and practical application are to be integrated throughout student learning in Health in an Australian and Global Context, Training for Improved Performance, and the Depth Studies.</p>
<b>Course Requirements:</b> <b>Collaborative Investigation Year 11</b> <p>The Collaborative Investigation provides opportunities for students to develop knowledge and skills to support their own and others' health and movement. It allows students to manage their own learning and to become flexible, critical thinkers, problem-solvers and decision-makers.</p>	

Agriculture	
Board Developed Course	
<b>Cost:</b> Nil	<b>Faculty:</b> Industrial Arts
<b>Course number(s):</b> <ul style="list-style-type: none"> <li>11010 Agriculture (2 units – Year 11)</li> <li>15010 Agriculture (2 units – Year 12)</li> </ul>	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>Agriculture Life Skills</li> <li>Technology Life Skills</li> </ul>
<b>Course Description</b> <p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>	
<b>Year 11 Agriculture</b> <ul style="list-style-type: none"> <li>Overview (15%)</li> <li>The Farm Case Study (25%)</li> <li>Plant Production (30%)</li> <li>Animal Production (30%)</li> </ul>	<b>Year 12 Agriculture</b> <p><b>Core (80%)</b></p> <ul style="list-style-type: none"> <li>Plant/Animal Production (50%)</li> <li>Farm Product Study (30%)</li> </ul> <p><b>Elective (20%)</b> Choose <b>ONE</b> of the following electives to study:</p> <ul style="list-style-type: none"> <li>Agri-food, Fibre and Fuel Technologies</li> <li>Climate Challenge</li> <li>Farming for the 21<sup>st</sup> Century</li> </ul>
<b>Course Requirements</b> <p>Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time</p>	
<b>Related Industries</b> <p>The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to,</p> <ul style="list-style-type: none"> <li>Agriculture, Forestry and Fishing</li> <li>Electricity, Gas, Water and Waste Services</li> <li>Professional, Scientific and Technical Services</li> </ul>	



# Engineering Studies

Board Developed Course

**Cost:** \$20

**Faculty:** Industrial Arts

**Course number(s):**

- 11120 Engineering Studies (2 units – Year 11)
- 15120 Engineering Studies (2 units – Year 12)

**Exclusions:** Nil

**Course Description**

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.

**Preliminary Course**

Students undertake the study and develop an engineering report for each of 4 modules:

- three application modules (based on engineered products). At least one product is studied from each of the following categories: engineering fundamentals; engineered products; and braking systems
- one focus module relating to the field of Bioengineering

**HSC Course**

Students undertake the study and develop an engineering report for each of 4 modules:

- two application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

**Course Requirements - Engineering Report**

**Preliminary Course**

Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

**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.

**Related Industries**

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to,

- Agriculture, Forestry and Fishing
- Construction
- Electricity, Gas, Water and Waste Services
- Manufacturing
- Mining

# Industrial Technology: Timber Products and Furniture Industries

Board Developed Course

**Cost** \$50 per year  
(plus material costs in HSC year)

**Faculty:** Industrial Arts

## Course number(s):

- 11200 Industrial Technology (2 units – Preliminary)
- 15200 Industrial Technology (2 units – HSC)
  - 819 Timber Products and Furniture Technologies

## Exclusions:

- Industrial Technology Life Skills
- Technology Life Skills
- Students choose to study one focus area.

## Course Description:

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 Timber Products and Furniture Technologies.

## Preliminary Course

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

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

## HSC Course

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

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

## Course Requirements:

In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry.

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

## Related Industries

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to,

- Manufacturing
- Professional, Scientific and Technical Services
- Information, Media and Telecommunications
- Mining
- Construction
- Wholesale Trade

## Food Technology

Board Developed Course

<b>Cost:</b> \$100 (for food costs)	<b>Faculty:</b> Home Economics
<b>Course number(s):</b> <ul style="list-style-type: none"> <li>11180 Food Technology (2 units – Preliminary)</li> <li>15180 Food Technology (2 units – HSC)</li> </ul>	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>Food technology Life Skills</li> <li>Technology Life Skills</li> </ul>
<b>Course Description</b> <p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food and the impact of technology; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. The study of marketplace trends and their implications are also incorporated. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>	
<b>Preliminary Course</b> <ul style="list-style-type: none"> <li>Food Availability and Selection (30%)</li> <li>Food Quality (40%)</li> <li>Nutrition (30%)</li> </ul>	<b>HSC Course</b> <ul style="list-style-type: none"> <li>The Australian Food Industry (25%)</li> <li>Food Manufacture (25%)</li> <li>Food Product Development (25%)</li> <li>Contemporary Nutrition Issues (25%)</li> </ul>
<b>Course Requirements</b> <p>In order to meet the course requirements, students must ‘learn about’ food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues. Researching, analysing, communicating, experimenting and preparing, designing, implementing and evaluating skills will be developed throughout the course.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand.</p>	
<b>Related Industries</b> <p>The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to,</p> <ul style="list-style-type: none"> <li>Agriculture, Forestry and Fishing</li> <li>Electricity, Gas, Water and Waste Services</li> <li>Manufacturing</li> <li>Professional, Scientific and Technical Services</li> <li>Wholesale Trade</li> </ul>	

# Enterprise Computing

Board Developed Course

<b>Cost:</b> \$40 per year (includes Unity Gaming Software Training)	<b>Course:</b> Faculty: Home Economics
<b>Course number(s):</b> <ul style="list-style-type: none"> <li>Enterprise Computing (Year 11, 2 units): 11175</li> <li>Enterprise Computing (Year 12, 2 units): 15175</li> </ul>	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>Computing Technology Life Skills 16623</li> <li>Technology Life Skills 16686</li> </ul>
<b>Course Description:</b> <p>The study of HSC Enterprise Computing enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.</p> <p>The aim of Enterprise Computing is to develop each student's capacity to:</p> <ul style="list-style-type: none"> <li>think creatively, devise solutions and communicate information to a range of audiences using a variety of computing resources</li> <li>apply computing technologies and systems thinking to data analysis</li> <li>solve (or improve) enterprise challenges, such as those relating to social, commercial or industrial issues.</li> </ul>	
<b>Preliminary Course:</b> <p>The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.</p> <ul style="list-style-type: none"> <li>Interactive Media and the User Experience (40hrs)</li> <li>Networking Systems and Social Computing (40hrs)</li> <li>Principles of Cybersecurity (40hrs)</li> </ul>	<b>HSC Course</b> <p>The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.</p> <ul style="list-style-type: none"> <li>Data Science (30hrs)</li> <li>Data Visualisation (30hrs)</li> <li>Intelligent Systems (30hrs)</li> <li>Enterprise Project (30hrs)</li> </ul>
<b>Course Requirements</b> <ul style="list-style-type: none"> <li>In Year 11 there will be 3 assessment tasks: a research assignment, a major project and a formal written examination.</li> <li>In Year 12 there will be 4 assessment tasks: a research assignment, a major enterprise project, a written examination and the trial HSC examination.</li> <li>The HSC examination will be 2 hours and 30 minutes undertaken using a computer.</li> </ul> <p>Enterprise Computing Course Specifications are an integral part of the course content for Year 11 and Year 12 and indicate the depth of study required for some concepts in the Enterprise Computing 11–12 Syllabus. The Enterprise Computing 11–12 Syllabus must be applied in conjunction with the Enterprise Computing Course Specifications.</p>	

## Textiles and Design

Board Developed Course

<b>Cost:</b> \$20 per year (plus free choice and major project fabrics)	<b>Faculty:</b> Home Economics
<b>Course number(s):</b> <ul style="list-style-type: none"> <li>11370 Textiles and Design (2 units – Preliminary)</li> <li>15390 Textiles and Design (2 units – HSC)</li> </ul>	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>Fashion Design and Technology VET BEC,</li> <li>Textiles and Design Life skills</li> <li>Technology Life Skills</li> </ul>

### Course Description

The **Preliminary course** involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for end use.

The **HSC course** builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

<b>Preliminary Course</b> <ul style="list-style-type: none"> <li>Design (40%)</li> <li>Properties and Performance of Textiles (50%)</li> <li>The Australian Textiles, Clothing, Footwear and Allied Industries (10%).</li> </ul>	<b>HSC Course</b> <ul style="list-style-type: none"> <li>Design (20%)</li> <li>Properties and Performance of Textiles (20%)</li> <li>The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>Major Textiles Project (50%)</li> </ul>
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### Course Requirements

In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

### Related Industries

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to,

- Manufacturing
- Other Services
- Retail Trade
- Wholesale Trade

<b>Music 1</b> Board Developed Course	
<b>Cost:</b> Nil	<b>Faculty:</b> CAPA - Music
<b>Course number(s):</b> <ul style="list-style-type: none"> <li>11280 Music 1 (2 units – Preliminary)</li> <li>15290 Music 1 (2 units – HSC)</li> </ul>	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>Music 2</li> <li>Music Extension (HSC)</li> <li>Creative Arts Life Skills</li> <li>Music Life Skills</li> </ul>
<b>Course Description</b> While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.	
<b>Preliminary Course</b> In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.  Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.  While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.	<b>HSC course</b> In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.  Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.  In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.
<b>Course Requirements</b> Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition Note: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject	
<b>Related Industries</b> The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, <ul style="list-style-type: none"> <li>Arts and Recreation Services</li> <li>Education and Training</li> <li>Information Media and Telecommunications</li> </ul>	

## Visual Arts

### Board Developed Course

<b>Cost:</b> \$50 per year (Students must also buy their own materials for the HSC Body of Work)	<b>Faculty:</b> CAPA - Visual Arts
<b>Course number(s):</b> <ul style="list-style-type: none"> <li>11380 Visual Arts (2 units – Year 11)</li> <li>15400 Visual Arts (2 units – Year 12)</li> </ul>	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>Creative Arts Life Skills</li> <li>Visual Arts Life Skills</li> </ul>
<b>Course Description</b> Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.	
<b>Preliminary Course</b> learning opportunities focus on: <ul style="list-style-type: none"> <li>The nature of practice in artmaking, art criticism and art history through different investigations</li> <li>The role and function of artists, artworks, the world and audiences in the artworld</li> <li>The different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>How students may develop meaning and focus and interest in their work</li> <li>Building understandings over time through various investigations and working in different forms.</li> </ul>	<b>HSC Course</b> learning opportunities focus on: <ul style="list-style-type: none"> <li>How students may develop their practice in artmaking, art criticism, and art history</li> <li>How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>How students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations</li> <li>How students may further develop meaning and focus in their work.</li> </ul>
<b>Course Requirements</b> <b>Preliminary Course:</b> <ul style="list-style-type: none"> <li>Artworks in at least two expressive forms and use of a process diary</li> <li>A broad investigation of ideas in artmaking, art criticism and art history.</li> </ul> <b>HSC Course:</b> <ul style="list-style-type: none"> <li>Development of a body of work and use of a process diary</li> <li>A minimum of five Case Studies (4–10 hours each)</li> <li>Deeper and more complex investigations in artmaking, art criticism and art history.</li> </ul> <b>Note:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
<b>Related Industries</b> The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, <ul style="list-style-type: none"> <li>Arts and Recreation Services</li> <li>Education and Training</li> <li>Information Media and Telecommunications</li> </ul>	

## Italian Beginners

Board Developed Course

<b>Cost:</b> Nil	<b>Faculty:</b> Languages
<b>Course number(s):</b> <ul style="list-style-type: none"> <li>11720 Italian Beginners (2 units – Year 11)</li> <li>15790 Italian Beginners (2 units – Year 12)</li> </ul>	<b>Exclusions:</b> <ul style="list-style-type: none"> <li>Italian Continuers</li> <li>Italian Extension</li> </ul>
<b>Course Description</b> <p>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 Italian. Topics covered provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.</p> <p>Topics studied through two interdependent perspectives, the personal world and Italian communities, provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of the chosen [Language] will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Italian -speaking communities through the study of a range of texts.</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>Family life, home and neighbourhood</li> <li>People, places and communities</li> <li>Education and work</li> <li>Friends, recreation and pastimes</li> <li>Holidays, travel and tourism</li> <li>Future plans and aspirations.</li> </ul>	
<b>Preliminary Course</b> <p>Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in the Italian language</p>	<b>HSC Course</b> <p>Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in the Italian language</p> <ul style="list-style-type: none"> <li></li> </ul>
<b>Course Requirements:</b> <p>Strict eligibility rules apply to the study of this subject. Refer to Languages courses eligibility criteria.</p> <p><a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/eligibility">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/eligibility</a></p>	
<b>Related Industries</b> <p>The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the Your Career website:</p> <ul style="list-style-type: none"> <li>Arts and Recreation Services</li> <li>Education and Training</li> <li>Health Care and Social Assistance</li> <li>Information Media and Telecommunications</li> <li>Public Administration and Safety</li> </ul>	



# Courses

## **VOCATIONAL EDUCATION AND TRAINING (VET) BOARD DEVELOPED SCHOOL BASED COURSES**



## Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain an HSC or RoSA and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW RTOs are accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

**Board Developed Industry Curriculum Framework (ICF)** courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

**Board Endorsed Courses (BECs)** are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

### Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

### Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

### School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers

## 2026 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality

*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 (Food and Beverage)**  
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 SIT20322 Certificate II in Hospitality <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all the requirements of 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

- |                           |                     |
|---------------------------|---------------------|
| • customer service skills | • adaptability      |
| • teamwork                | • critical thinking |
| • organisational skills   | • problem solving   |

### Examples of occupations in the hospitality industry

- |                                    |                           |                            |
|------------------------------------|---------------------------|----------------------------|
| • food and beverage attendant      | • restaurant host/hostess | • function attendant       |
| • espresso coffee machine operator | • receptionist            | • barista and café service |

### 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 - \$100**

**HSC - \$100**

**Plus hospitality uniform \$70-\$90 - to be ordered online by student**

#### 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>

**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>

## 2026 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**

#### 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>

## 2026 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

#### 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>



# Courses

## LIFESKILLS



Stage 6 Life Skills courses provide options for students with special education needs who are unable to access regular course Outcomes, particularly students with an intellectual disability

The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate.

### Exclusions

As with the study of all Board Developed Courses, exclusions apply to the study of Life Skills courses such that students may not study more than one 240-hour course in the same subject. For example, a student cannot include both English (Standard) and English Life Skills in the pattern of study for the award of the Higher School Certificate.

# Special Education

## Faculty: Special Education

Stage 6 Life Skills courses are Board Developed courses. Students can study them to meet the requirements for the HSC award.

Each Life Skills course includes a:

- 2-unit Year 11 course (120 hours)
- 2-unit Year 12 course (120 hours)

There are no external examinations for Life Skills courses. They cannot be used in the calculation of a student's Australian Tertiary Admission Rank (ATAR).

Life Skills courses satisfactorily completed in Year 12 are reported on the HSC Record of Achievement with the notation 'Refer to Profile of Student Achievement'. An assessment mark is not reported for these courses.

Students studying one or more Life Skills courses may accumulate courses towards Year 11 or Year 12. There is no time restriction on the accumulation of courses towards Year 11. Students may take up to five years to accumulate courses towards Year 12. Each course is studied at 2-unit level in Year 11 and in Year 12

Students in consultation with the Head Teacher Special Education will be able to undertake the following program of study for the awarding of the HSC:

- English Life Skills
- Mathematics Life Skills
- Science Life Skills
- Citizenship and Legal Studies Life Skills
- Work and Community Life Skills
- Creative Arts Life Skills or Technology Life Skills

# Life Skills

## Faculty: Special Education plus various other faculties

Students can also access a range of Life Skills courses through the mainstream school. These would count as part of their HSC. These include:

KLA	Life Skills Course
<u>English</u>	English Life Skills
<u>Mathematics</u>	Mathematics Life Skills
<u>Science</u>	Investigating Science Life Skills Physical World Science Life Skills Earth and Space Science Life Skills Living World Science Life Skills Chemical World Science Life Skills
<u>Technologies</u>	Agriculture Life Skills Design and Technology Life Skills Food Technology Life Skills Industrial Technology Life Skills Computing Technology Life Skills Technology Life Skills Textiles and Design Life Skills
<u>HSIE</u>	Aboriginal Studies Life Skills Ancient History Life Skills Business and Economics Life Skills Citizenship and Legal Studies Life Skills Geography Life Skills Human Society and its Environment Life Skills Modern History Life Skills Society and Culture Life Skills Studies of Religion I Life Skills Studies of Religion II Life Skills Work and the Community Life Skills
<u>Creative Arts</u>	Creative Arts Life Skills Dance Life Skills Drama Life Skills Music Life Skills Visual Arts Life Skills
<u>PDHPE</u>	Community and Family Studies Life Skills PDHPE Life Skills

There are some eligibility requirements that need to be adhered to when accessing Life Skills courses as a mainstream student. These are detailed on the NESA Website

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/life-skills/eligibility>



# COURSES

## CONTENT ENDORSED COURSES (CEC)



There are two types of Board Endorsed Courses – Content Endorsed Courses and School Developed Courses.

- Content Endorsed Courses have syllabuses endorsed by NESA to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.
- There is no external examination for Board Endorsed Courses. Assessment is school based.
- Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

***All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Universities Admission Index (ATAR).***

## Sport, Lifestyle and Recreation Studies (SLR)

### Content Endorsed Course

<b>Cost:</b> May incur some excursion costs	<b>Faculty:</b> PDHPE
<b>Course number(s):</b> 35015 Sport, Lifestyle and Recreation Studies (2 units – Year 11) 35017 Sport, Lifestyle and Recreation Studies (2 units – Year 12)	<b>Exclusions:</b> Students studying Board Developed HMS must not study CEC modules which duplicate HMS modules.
<b>Course Description</b> 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 sports and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential. Through the course students will develop: <ul style="list-style-type: none"> <li>▪ knowledge and understanding of the factors that influence health and participation in physical activity</li> <li>▪ knowledge and understanding of the principles that impact on quality of performance</li> <li>▪ an ability to analyse and implement strategies to promote health, activity and enhanced performance</li> <li>▪ a capacity to influence the participation and performance of self and others.</li> </ul>	
<b>Course Modules</b> 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: <ul style="list-style-type: none"> <li>▪ Aquatics</li> <li>▪ Athletics</li> <li>▪ Dance First Aid and Sports Injuries</li> <li>▪ Fitness</li> <li>▪ Games and Sports Applications I – depth study in Soccer (SJPHS)</li> <li>▪ Games and Sports Applications II</li> <li>▪ Gymnastics</li> <li>▪ Healthy Lifestyle</li> <li>▪ Individual Games and Sports Applications</li> <li>▪ Outdoor Recreation</li> <li>▪ Resistance Training</li> <li>▪ Social Perspectives of Games and Sports</li> <li>▪ Sports Administration</li> <li>▪ Sports Coaching and Training</li> </ul>	
<b>Future Directions:</b> Students selecting this course should be interested in sport with a desire to explore the working and functioning of the human body. This course will assist you to make valued and informed health decisions. This course would benefit anyone who is interested in coaching, recreational education and the fitness industry.	
<b>Course Requirements</b> This course will be assessed by both theoretical and practical components. The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component. The time allocated to each optional module is flexible within the range of 20–40 hours depending on the number of units for the course and the way in which the course is delivered. Students of Stage 6 Health and Movement Science may also study Sport, Lifestyle and Recreation. Teachers should ensure, however, that the modules selected do not duplicate HMS modules.	

## Exploring Early Childhood

Content Endorsed Course

<b>Cost:</b> \$20	<b>Faculty:</b> Home Economics
<b>Course number(s):</b> 31010 Exploring Early Childhood (2 units – Year 11) 31012 Exploring Early Childhood (2 units – Year 12)	<b>Exclusions:</b> Nil
<b>Course Description</b> <p>Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning.</p> <p>This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p>	
<b>What students learn</b> <p>Through the study of Exploring Early Childhood, students learn to develop:</p> <ul style="list-style-type: none"> <li>▪ knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children</li> <li>▪ knowledge and understanding about the environmental factors that have an impact on young children’s growth and development</li> <li>▪ knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children</li> <li>▪ skills in communication and interaction, research and analysis and decision-making and evaluation</li> <li>▪ respect for the individuality and uniqueness of young children and their families</li> </ul> <p>an appreciation of the value and importance of supportive and responsible relationships with young children.</p>	
<b>Course Requirements</b> <p>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.</p> <p>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.</p>	
<b>Related industries</b> <p>The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to,</p> <ul style="list-style-type: none"> <li>• Arts and Recreation Services</li> <li>• Education and Training</li> <li>• Health Care and Social Assistance</li> <li>• Public Administration and Safety</li> </ul>	

## Photography, Video and Digital Imaging

Content Endorsed Course

**Cost:** \$50 per year

**Faculty:** CAPA - Visual Arts

**Course number(s):**

- 35226 Photography, Video and Digital Imaging (2 units – Year 11)
- 35228 Photography, Video and Digital Imaging (2 units – Year 12)

**Exclusions:**

Projects developed for assessment in this subject are not to be used either in full or in part for assessment in any other Visual Arts based subjects.

**Course Description:**

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

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

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

**Main Topics Covered**

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

- Wet Photography – film processing and darkroom printing
- Digital Photography – Photoshop and Flash

Modules include:

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

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

**Course Requirements**

Students are required to keep a diary throughout the course.

**Related industries**

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to,

- Arts and Recreation Services
- Education and Training
- Information Media and Telecommunications

## Visual Design

Content Endorsed Course

**Cost:** \$40 per year

**Faculty:** CAPA - Visual Arts

**Course numbers:**

- 35101 Visual Design (2 units – Year 11)
- 35103 Visual Design (2 units – Year 12)

**Exclusions:**

Projects developed for assessment in this subject are not to be used either in full or in part for assessment in any other Visual Arts based subject.

**Course Description:**

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

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

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

**Main Topics Covered**

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

- graphic design - publications and interactive media
- wearable design – clothing accessories and jewellery
- product design – packaging, furniture, industrial
- Interior/Exterior design – structures, stage sets and props and interiors

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

**Course Requirements**

Students are required to keep a diary throughout the course.

**Related industries**

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to,

- Arts and Recreation Services
- Education and Training
- Information Media and Telecommunications

## Work Studies

Content Endorsed Course

**Cost:** Nil

**Faculty:** Careers

### Course numbers:

- 35201 Work Studies (2 units – Year 11)
- 35203 Work Studies (2 units – Year 12)

### Exclusions:

- 16671 Work and the Community Life Skills (2 units – Preliminary)
- 16671 Work and the Community Life Skills (2 units – HSC)

### Course Description

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

### What students learn

- Core: My Working Life
- Modules: There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

The Work Studies course assists students to:

- recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- develop an understanding of the changing nature of work and the implications for individuals and society
- undertake work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across different occupations
- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

### Course Requirements

Nil

### Related industries

The knowledge and skills developed in this course can be applied across a range of career pathways.

Industries related to this course include, but are not limited to,

- Education and Training
- Health Care and Social Assistance
- Rental, Hiring and Real Estate Services

# Numeracy

Content Endorsed Course

**Cost: Nil**

**Faculty: Mathematics**

**Course number(s):**

- 30130 Numeracy (2 units – Year 11)
- 30140 Numeracy (2 units – Year 12)

**Exclusions:**

It is anticipated that students undertaking Mathematics Advanced or higher courses have already consolidated essential numeracy skills and would not benefit from studying this course.

**Course Description:**

The Numeracy course builds on the knowledge, skills and understandings presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society. The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

**What students learn**

The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions

in order to manage situations and solve problems relating to their present and future needs.

**Year 11 course**

The Numeracy Year 11 course content comprises 2 modules. The modules are divided into content areas.

**Module 1:**

- 1.1: Whole numbers
- 1.2: Operations with whole numbers
- 1.3: Distance, area and volume
- 1.4: Time
- 1.5: Data, graphs and tables

**Module 2:**

- 2.1: Fractions and decimals
- 2.2: Operations with fractions and decimals
- 2.3: Metric relationships
- 2.4: Length, mass and capacity
- 2.5: Chance

**Year 12 course**

The Numeracy Year 12 course content comprises 2 modules, with the Modules divided into content areas.

**Module 3:**

- 3.1: Percentages
- 3.2: Operations with numbers
- 3.3: Finance
- 3.4: Location, time and temperature
- 3.5: Space and design

**Module 4:**

- 4.1: Rates and ratios
- 4.2: Statistics and probability
- 4.3: Exploring with NRMT

**Related industries**

The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to,


- Electricity, Gas, Water and Waste Services
- Financial and Insurance Services
- Manufacturing
- Mining
- Professional, Scientific and Technical Services

# Online Subject Selection

## Year 11 Subject Selection Online Instructions

All students will receive a unique code to allow themselves to complete online subject selection. Please do not share this code with anyone else, as they could log in and change your subject choices.

### To select your subjects online:

- Go to the school webpage <https://stjohnspk-h.schools.nsw.gov.au/>
- Click on the heading 'Student Learning'. This is shown at the top of the screen
- Click on the heading 'Courses we offer' then click on 'Subject Selection' (left hand side of the screen)
- Scroll down until you find Subject Selection (here you can find the Subjection Booklet)
- The find the Edval logo  **edval** and click 'Online subject selection weblink'
- A screen will then come up with 'Edval'. There will be a space for you to sign into your account by entering your unique WebCode. (handed out at subject selection evening\_
- You will then be taken to a screen in which you can select your subjects
  - Do not use the back button while selecting your subjects
  - You must choose your subjects in **order of preference**
  - Remember you must select a minimum of 18 units (9, 2-unit subjects) and a maximum of 20 units.

### Important Information:

- You must print your subject selection form and bring it with you to your interview
- Parents or caregivers must sign the completed form

**If there are any questions please don't hesitate contact Head Teacher Administration or Deputy Principal.**



# Excellence in Education



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