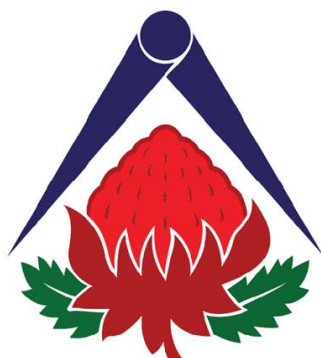


KIRRAWEE HIGH



Curriculum Guide

Studying for the 2026 HSC

Information handbook for students entering Year 11 in 2025

A copy of this document is available online on the school's website under the 'Senior Students' tab



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THE HSC PORTFOLIO

Each student will receive a portfolio containing the HSC testamur, the Record of Achievement and individual course reports detailing examination and assessment performance.

If applicable, certificates for dual accredited Vocational Education and Training (VET) courses will be included.

HIGHER SCHOOL CERTIFICATE


Record of Achievement



This is to certify that **Sample Student** of **Other Sample H** has met the requirements of the HSC and received the results:

STAGE 6 HSC COURSES


Year	Course
2019	Biology (2 units)
	Classical Hebrew Continuers (2 unit)
	Classical Hebrew Extension (1 unit)
	English Advanced (2 unit)
	Legal Studies (2 unit)
	Studies of Religion II (2 unit)



Student Number: 123456789
Issued by NESA without alteration or assurance on 18 February 2019 at Sydney, NSW, Australia

HIGHER SCHOOL CERTIFICATE

Record of Achievement




This is to certify that **Sample Student** of **Other Sample H** has met the requirements of the HSC and received the result:

HSC

Student Number: 123456789
Issued by NESA without alteration or assurance on 18 February 2019 at Sydney, NSW, Australia

HIGHER SCHOOL CERTIFICATE

Record of Achievement




This is to certify that **Sample Student** of **Other Sample H** has met the requirements of the Record of School Achievement and the results shown below:

Result	Completed
C	Completed
CB	Completed
B	Completed
B	Completed
A	Completed
A	Completed
B	Completed

1 Number: 123456789
Issued by NESA without alteration or assurance on 18 February 2019 at Sydney, NSW, Australia

HIGHER SCHOOL CERTIFICATE

Course Report



2018 Business Studies Sample Student

Examination Mark: 78 | State Distribution | Assessment Mark: 77

The typical performance in this band:

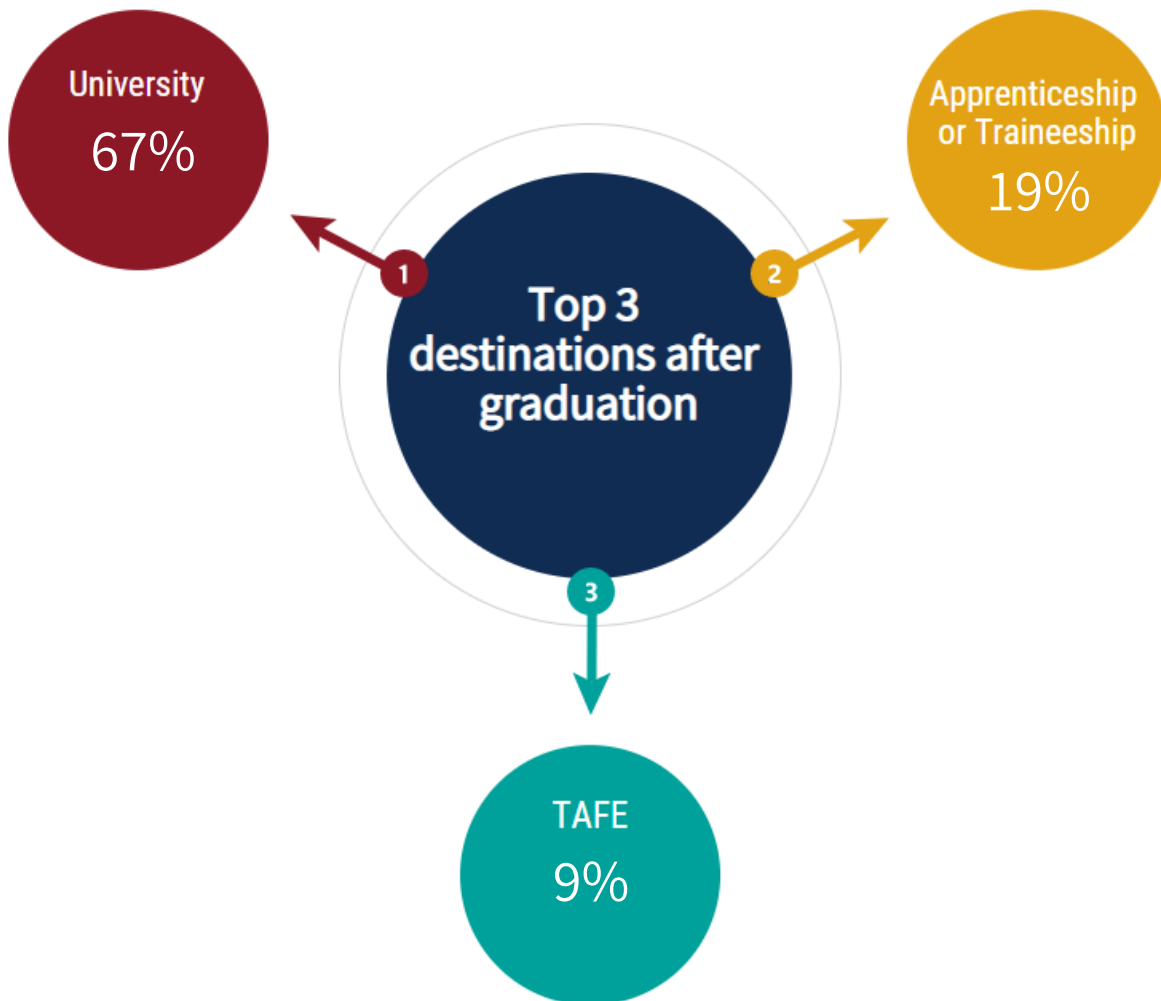
- Band 6: Demonstrates comprehensive knowledge and understanding of business functions and operations. Critically analyses the nature, role and structure of business. Evaluates the effectiveness of management responses to internal and external influences that affect business. Interprets and applies numerical data to analyse and solve business problems and predict future trends. Synthesises contemporary business issues when evaluating management responses and strategies. Clearly communicates using business terminology, concepts and comprehensive case studies in a variety of appropriate formats.
- Band 5: Demonstrates thorough knowledge and understanding of business functions and operations. Justifies the nature, role and structure of business. Analyses management responses to internal and external influences that affect business. Interprets and applies numerical data to analyse and solve business problems and predict future trends. Applies contemporary business issues when evaluating management responses and strategies. Communicates using business terminology, concepts and comprehensive case studies in a variety of appropriate formats.
- Band 4: Demonstrates knowledge and understanding of business functions and operations. Explains the nature, role and structure of business. Explains management responses to internal and external influences that affect business. Interprets and applies numerical data to analyse and solve business problems. Summarises contemporary business issues when evaluating management responses and strategies. Communicates using business terminology, concepts and comprehensive case studies in a variety of appropriate formats.
- Band 3: Demonstrates limited understanding of business functions and operations. Describes the nature, role and structure of business. Describes management responses. Refers to numerical data when solving business problems. Identifies limited aspects of contemporary business issues. Communicates using basic business terminology in a variety of appropriate formats.
- Band 2: Demonstrates limited understanding of business functions and operations. Demonstrates limited knowledge of the nature, role and structure of business. Identifies management responses. Uses elementary numerical data. Shows limited communication skills.
- Band 1: A mark in this band indicates that the student has achieved below the minimum standard expected.

The candidature of this course was 17,612

Student Number: 123456789
Issued by NESA without alteration or assurance on 18 February 2019 at Sydney, NSW, Australia

KIRRAWEE HIGH SCHOOL POST-SCHOOL DESTINATIONS

The top 3 destinations of students who completed their HSC at Kirrawee in 2023 are listed below. Other students matriculated to fulltime work and gap years.



SECTION 1 – GENERAL INFORMATION

Information about the Higher School Certificate

This is your introduction to the Higher School Certificate and the many options available. More information is available on the NESA website under the 'Year 11-Year 12' tab.

The Higher School Certificate

- The Higher School Certificate is the highest educational award that can be gained in NSW Schools. It is internationally recognised and provides a strong foundation for the future, whether a student will be entering tertiary studies, vocational training or employment.
- At Kirrawee students are offered a broad range of courses to suit most interests and ability levels. Most courses are of 2 Unit value. Extension courses are offered in some subjects for students keen to undertake in-depth studies.
- Vocational Education and Training courses count towards the HSC and lead to qualifications recognised across a range of industries.

HSC Eligibility

To be eligible for the HSC you need to:

- be enrolled at a NSW government school, or a registered and accredited nongovernment school, or a TAFE NSW institute
- study the right number and type of courses:
 - a minimum of 12 Units in the Preliminary course and a minimum of 10 Units in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - 2 Units of English
 - at least 6 Units from Board Developed Courses including at least 2 Units of a Board Developed Course in English
 - at least three courses of 2 Units value or greater
 - at least four subjects (example: English Standard, English Advanced, English Studies, Preliminary English Extension, HSC English Extension 1 and HSC English Extension 2 are all separate courses within the same subject).
- satisfactorily complete the course requirements, including any practical or project work, or work placement
- complete tasks set by your school for the assessment of each HSC course
- sit for and make a serious attempt at the Higher School Certificate examinations.

All students studying an HSC course must also complete the HSC: *All My Own Work* program in ethical scholarship (or its equivalent). This course will help students to further understand their rights and responsibilities in HSC assessment. KHS students will sit this course in Year 10 Term 4.

Teachers will maintain records of student attendance, participation and progress within each course. Where a concern exists, the student's performance will be reviewed to see whether he or she should be allowed to continue in that course.

Types of Courses

There are different types of courses that you can select in Years 11 and 12.

Board Developed Courses

These courses are developed by the NESA. There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Content Endorsed Courses (CECs)

Content Endorsed Courses do not count in the calculation of the ATAR

These have syllabuses endorsed by the NSW Education Standards Authority (NESA) to cater for areas of special interest not covered in the Board Developed Courses.

Most HSC courses delivered by TAFE are Content Endorsed Courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but these count towards the Higher School Certificate and appear on your Record of Achievement.

Vocational Education and Training (VET) Courses (Board Developed or Content Endorsed)

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations.

These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Quality Training Framework (AQTF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

These courses each have a **mandatory** workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained.

Some of these courses will be delivered by schools, while **others will be delivered by TAFE or other providers.**

Further information about VET courses appears in the section listing the HSC courses available.

What are units?

All courses offered for the Higher School Certificate have a unit value. Most courses are 2 Unit.

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

2 Unit Courses

- are the basic structure for most courses.
- have a value of 100 marks.

Extension Courses

- are available in a number of subjects.
- build on the content of the 2 Unit course and carry an additional value of 1 unit.
- require students to work beyond the standard of the 2 Unit course. Extension courses are available in English, Mathematics, Science, History, Music, French, German and Japanese.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

Selecting Courses

Each student needs to carefully consider a combination of courses that meets their particular needs and interests. Do not choose something simply because a friend chooses it!

Some advice:

- Choose subjects that you like, or think you will like. Some subjects are new in the senior school so you will not have experienced them before. *All* subjects are available to you, whether you are studying them in Year 10, last studied them in Year 8 or have never studied them before.
- Look honestly at your previous reports. If you have been successful in a particular subject this could be a good indication for the future.
- If you have a particular career path in mind you should check with the Careers Adviser to see if there are any subjects that are required at the HSC level - these are called pre-requisites. **There are very few pre-requisites imposed by universities.** The UAC University Entry requirement is available with the Careers Adviser.
- Do not worry if you have no idea what you want to do when you leave school. There are many people like you! Choose a broad mixture of courses which does not limit your options for the future.
- Do not be confused by rumours that some subjects may be 'scaled up or down' for the calculation of the ATAR. **There is no magic formula or combination of subjects which will guarantee success in the HSC.** You should choose the most appropriate course (and level of course where applicable) that suits your interests and abilities.

Additional Information

Additional information about the HSC and courses is available on the NSW Education Standards Authority (NESA) Website

<http://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

Minimum Standards Tests

To achieve the HSC, students must show they meet the 'HSC minimum standard'. Students will need to sit short online reading, writing and numeracy tests. Students must obtain a level 3 or 4 (based on levels 1-4 of the Australian core skills framework)

These tests will initially be implemented during Year 10. Students who do not achieve a level 3 or 4 will be required to resist the tests. KHS will organise multiple opportunities for resitting during Year 11 and 12. Students may still attempt the test up to 5 years after the conclusion of Year 12.

Important Notes

1. The information contained in this booklet was current at the time of printing. Amendments and additional information will be passed on to students when they become available.
2. Kirrawee High School has always and will continue to offer a broad and balanced curriculum for its senior students. However, some of the courses written by the NSW Education Standards Authority (NESA) will not be offered to students at this school. In addition, some courses offered in this Curriculum Information Booklet may not run due to insufficient student numbers and/or staffing/resource constraints.
3. Some Year 11 courses with small numbers may run, but with a reduction in periods (reduced face-to-face teaching). **Year 12 HSC courses may similarly be taught on a reduced face-to-face basis due to reduced numbers at the end of the Preliminary Course.** Teachers and resources of our Independent Learning Centre are used as additional support for students whose classes are on reduced periods. To maintain flexibility, the school cannot guarantee which classes may run or have periods reduced. However, each decision is made in consultation with teachers and Head Teachers who know the students well. These arrangements have long been used at Kirrawee and across the system. Our consistent HSC results over the years give us confidence in our curriculum decision-making.
4. There will be a minimum course cost of either \$15 or \$20 per subject. Any course that exceeds this amount will be included at the end of the course description. The additional costs are to cover consumable costs and annual costs.
5. It should also be noted that, as a Languages High School, we try to maximise the opportunities for students wishing to study languages in the senior school.
6. It is school policy that if a course is offered by the school, permission will not be given for a student to study the same course through another provider such as TAFE or Open High School.

Information About University Entrance

University Entry

Each year approximately 65% of NSW school leavers apply through UAC for admission to university courses. For most courses there are more applicants than places. Applicants must be ranked to allow selection to take place.

The first step in the selection process is to check whether applicants have satisfied any and all prerequisites specified for the courses for which they have applied. For example, a Bachelor of Software Engineering at the Australian National University specifies NSW Advanced Mathematics as a prerequisite. If you have not met this prerequisite you will not be considered for the course. Some courses have additional selection criteria, such as a portfolio, interview, audition, questionnaire or test. You can find more details about additional selection criteria and the selection process in the *UAC Guide*. [The UAC 'steps to Uni for Year 10' student guide can be accessed here.](#)

The second step is to rank all applicants who satisfy the prerequisites for that course using the Australian Tertiary Admission Rank (ATAR).

ATAR

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (i.e. all 16 to 20-year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group. It is calculated on behalf of the universities and released by UAC. The ATAR is a rank, not a mark.

It is important to note that your ranking depends solely on your performance in the HSC. ATARs are calculated for all ATAR-eligible students, but not all students are notified. Only NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC in the mail at about the same time they receive their HSC results.

Are you eligible for an ATAR?

- To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of HSC courses. These courses must include at least:
- 10 units of Board Developed courses (and sit exams in all courses)
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subject areas.

How is your ATAR calculated?

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

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

The calculation of the ATAR is subject to the following restrictions and conditions:

- you must satisfactorily complete English
- you may accumulate courses over a period of no more than five years
- if you repeat a course, only the last satisfactory attempt will be used in the calculation of your ATAR
- if you enrol in a repeat course and subsequently withdraw, either officially by advising your Principal or NESA, or unofficially by non-attendance at the appropriate examination, you will be considered as not having completed the course and it will be regarded as a non-satisfactory attempt. In this case the mark from your previous satisfactory attempt in the course will be available for inclusion in your ATAR.

The NSW Education Standards Authority (NESA) provides students with a profile of marks that indicate how they have performed in their courses in relation to course performance standards. Both the HSC mark and the ATARs are derived from raw examination marks and moderated school assessments.

With the exception of English, which is compulsory, students are free to choose their courses of study. Consequently, individual course candidatures vary in size and nature, and there are many different enrolment patterns. Normally there are approximately 27 000 different enrolment patterns for ATAR-eligible students.

Given the choice available, a student's rank in different courses will not necessarily have the same meaning, as a good rank is more difficult to obtain when the student is competing against students of high academic ability. Because of the lack of comparability, students' raw marks are scaled before they are added to give the aggregates from which the ATARs are determined.

The scaling process is designed to encourage students to take the courses for which they are best suited and which best prepare them for their future studies. The underlying principle is that a student should neither be advantaged nor disadvantaged by choosing one HSC course over another, and the scaling algorithm estimates what students' marks would have been if all courses had been studied by all students.

Scaling modifies the mean, the standard deviation and the maximum mark in each course. Adjustments are then made to the marks of individual students to produce scaled marks. Although scaled marks are generally different from the raw marks from which they are derived, the ranking of students within a course is not changed.

Once the raw marks have been scaled, aggregates are calculated for ATAR-eligible students. In most cases, the order of merit based on these aggregates is quite different from the order of merit using aggregates based on HSC marks.

Percentiles, which indicate the ranking of students with respect to other ATAR-eligible students, are then determined on the basis of the aggregate of scaled marks.

The penultimate step is to determine what the percentiles would have been if all students in their Year 7 cohort completed Year 12 and were eligible for an ATAR. The last step is to truncate these percentiles at intervals of 0.05, commencing at 99.95. These are the ATARs.

Each ATAR corresponds to a range of aggregates. The scaling process, which does not assume that one course is intrinsically more difficult than another or that the quality of the course candidature is always the same, is carried out afresh each year. All students who complete at least one ATAR course in a given year are included in the scaling process for that year.

Further Reference

More information about the ATAR can be found in the Universities Admissions Centre (UAC) Handbook or through the Universities Admissions Centre: <https://www.uac.edu.au/future-applicants/atar>

SECTION 2 – COURSES

Board Developed Courses

The Higher School Certificate pattern of studies for most students will be made up from these courses. All students entered for the HSC who are studying these courses follow Board Developed Syllabuses. The syllabus for each course contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scales (except for Vocational Education and Training Courses)

These courses are examined externally at the end of the HSC course and can **count towards the calculation of the Australian Tertiary Admission Rank (ATAR)**.

Board Developed Course Summary (See course notes following this table for explanation of symbols)

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Ancient History	Ancient History		HSC History Extension 1
Biology	Biology ²		HSC Science Extension ⁶
Business Studies	Business Studies		
Chemistry	Chemistry ²		HSC Science Extension ⁶
Community & Family Studies	Community & Family Studies		
Dance	Dance		
Design and Technology	Design and Technology		
Drama	Drama		
Earth and Environmental Science	Earth and Environmental Science ²		HSC Science Extension ⁶
Economics	Economics		
Engineering Studies	Engineering Studies		
English #	English Studies ⁵ English Standard English Advanced	Preliminary English Extension	HSC English Extension 1 HSC English Extension 2
Enterprise Computing	Enterprise Computing		
Food Technology	Food Technology		
French #	French Beginners French Continuers		HSC French Extension
Geography	Geography		
Health and Movement Science	Health and Movement Science		
Industrial Technology: Multimedia	Industrial Technology: Multimedia ⁸		
Industrial Technology: Timber Products and Furniture Technologies	Industrial Technology: Timber Products and Furniture Technologies ⁸		
Investigating Science	Investigating Science ²		HSC Science Extension ⁶

Course summary continued

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Japanese #	Japanese Beginners Japanese Continuers		HSC Japanese Extension
Legal Studies	Legal Studies		
Mathematics #	Mathematics Standard 1 Mathematics Standard 2 Mathematics Advanced	Preliminary Mathematics Extension	HSC Extension 1 HSC Extension 2
Modern History	Modern History		HSC History Extension ¹
Music #	Music 1 ³ Music 2		HSC Music Extension
Physics	Physics ²		HSC Science Extension ⁶
Society and Culture	Society and Culture		
Textiles and Design	Textiles and Design		
Visual Arts	Visual Arts		

Content Endorsed Courses

Two unit courses studied in Year 11 and 12. These units do not count in the calculation of an ATAR

Subject
Creative Arts (studying Ceramics and Visual Design)
Exploring Early Childhood
Numeracy
Photography
Sport Lifestyle & Recreation

VET Courses:

Subject	Course	Extension
Business Services	Business Services (240 hours)*	
Construction	Construction (240 hours)*	Construction Specialist Studies (60 hours) Construction Specialist Studies (120 hours)
Entertainment Industry	Entertainment Industry (240 hours)	
Hospitality	Hospitality Operations (240 hours)*	Hospitality Extension (60 hours) -subject to confirmation
TVET	Various – offered at TAFE.	Board Developed VET courses are also conducted by TAFE (see the VET Section for details).

EVET Courses are also delivered through **TAFE** see the Careers Adviser for details.

Open High School courses are available (often for languages students) and students need to see Mrs Barden for details.

HSC Course Notes

These notes and footnotes (1 – 7) refer to the list of courses

You may select one course only from each of these subject groups.

- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Community & Family Studies, Dance, Design and Technology, Drama, History Extension, Society and Culture, Textiles & Design and Visual Arts. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course or both.

2. You may not include any more than 7 units of the following Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science and Physics in meeting the 12 Preliminary or 10 HSC.
3. You must study Music Course 2 if you wish to study HSC Extension Music.
4. This is a 2 Unit 1 year course. It is a non-ATAR course.
5. There is an optional HSC examination in English Studies and Mathematics Standard 1. You must sit for and make a genuine attempt in this exam for it to be considered for your ATAR.
6. There is only one Science Extension Course. It must be studied in combination with at least one of the following courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science and Physics but the total number of Science units may not exceed 7 in meeting the HSC.
7. Students cannot study both Industrial Technology: Multimedia and Industrial Technology: Timber Products and Furniture Technologies

COURSE DESCRIPTIONS: BOARD DEVELOPED COURSES

COURSE: STANDARD ENGLISH

ATAR: Yes

Course No: 15130

Exclusions: English (Advanced); English (ESL); English Studies; English (Extension)

Course Description

In the **Preliminary English (Standard) course**, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

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

Main Topics Covered

Preliminary Course

The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a unit of work called Common module – Reading to Write: Transition to Senior English. Students explore texts and develop skills in synthesis. The common content comprises 33% of the course content. The Year 11 course requires students to support the study of texts with their own wide reading.
- Electives in which students explore and examine texts and analyse aspects of meaning. The electives comprise 66% of the course content. Module A: Contemporary Possibilities and Module B: Close Study of Literature.

HSC Course

The course has four sections:

- The HSC Common Content which consists of one Common module – Texts and Human Experiences common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of two Modules A and B.
- Module C is The Craft of Writing. This module may be studied concurrently with the common module and/or Modules A and B.

Particular Course Requirements

Across Stage 6 the selection of texts must give students experience of the following:

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

In the **HSC English (Standard) Course** students are required to closely study three types of prescribed texts, one drawn from each of the following categories:

- prose fiction

- poetry OR drama
- film OR media OR nonfiction

COURSE: ENGLISH ADVANCED

ATAR: Yes

Course No: 15140

Exclusions: English (Standard); English Studies; English (ESL)

Course Description

In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the HSC English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts.

Main Topics Covered

Preliminary Course

The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a unit of work called Common module – Reading to Write: Transition to Senior English. Students explore texts and develop skills in synthesis. The common content comprises 33% of the course content. The Year 11 course requires students to support the study of texts with their own wide reading.
- Electives in which students explore and examine texts and analyse aspects of meaning. The electives comprise 66% of the course content. Module A: Narratives that Shape our World and Module B: Critical Study of Literature.

HSC Course

The course has four sections:

- The HSC Common Content which consists of one Common module – Texts and Human Experiences common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of two Modules A and B. Module A: Textual Conversations and Module B: Critical Study of Literature.
- Module C features The Craft of Writing. This module may be studied concurrently with the common module and/or Modules A and B.

Particular Course Requirements

HSC English (Advanced) Course requires the close study of:

Across Stage 6 the selection of texts must give students experience of the following:

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

In the **HSC English (Advanced) Course** students are required to closely study four prescribed texts, one drawn from each of the following categories:

- Shakespearean drama

- prose fiction
- poetry OR drama
- The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.

COURSE: PRELIMINARY ENGLISH EXTENSION, HSC ENGLISH EXTENSION 1 & 2

ATAR: Yes

Courses: Preliminary English Extension, HSC English Extension 1, HSC English Extension 2

Course No: HSC English Extension 1 – 15160

Course No: HSC English Extension 2 – 15170

1 unit of study for each of Preliminary and HSC

Prerequisites

- English (Advanced)
- Preliminary English (Extension) is a prerequisite for English Extension Course 1
- English Extension Course 1 is a prerequisite for English Extension Course 2

Exclusions

English (Standard); English Studies; English (ESL)

Course Description

In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.

In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.

Main Topics Covered

Preliminary English (Extension 1) Course:

- Module: Texts, Culture and Value; and
- The Related research project. This project may be undertaken concurrently with the module

Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures

Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project

HSC English Extension 1 Course

The course has one section. Students must complete one elective chosen from one of the modules offered for study:

- Common module: Literary Worlds with ONE elective option
- The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts, as outlined in the prescriptions document, HSC English Electives and Prescribed Texts. Students are required to study at least TWO related texts

HSC English Extension Course 2

Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

COURSE: ENGLISH STUDIES

ATAR: Student must sit the optional HSC examination if they would like an ATAR.

Course No: 15140

Exclusions: English (Standard); English Studies; English (ESL)

Course Description

Preliminary Course

- Mandatory module – Achieving through English: English in education, work and community
- An additional 2–4 modules to be studied

In both Year 11 and Year 12 students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series).

In addition in Year 11 students are required to:

- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

HSC Course

- Mandatory common module – Texts and Human Experiences (33%)
- An additional 2–4 modules to be studied (66%)

In Year 12 students will be required to:

- study ONE text from the prescribed text list and one related text for the English Standard, Advanced and Studies Common Module – Texts and Human Experiences.

In addition in Year 12 students are required to:

- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

COURSE: ANCIENT HISTORY

ATAR: Yes
Course No: 15020

Course description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of 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.

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.

Topics Covered:

Year 11 course

The Year 11 course comprises three sections.

Investigating Ancient History

Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies

Features of Ancient Societies

Students study at least two ancient societies

Historical Investigation

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12 course

The Year 12 course comprises four sections.

Core Study: Cities of Vesuvius – Pompeii and Herculaneum

One 'Ancient Societies' topic

One 'Personalities in their Times' topic

One 'Historical Periods' topic

Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course requirements

Year 11 course

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

One is from either Egypt, Greece, Rome or Celtic Europe, and

One is from either Australia, Asia, the Near East or the Americas.

Year 12 course

The course will study from at least TWO of the following areas:

Egypt, Near East, China, Greece, Rome

The core study, Cities of Vesuvius – Pompeii and Herculaneum, is a Roman study.

Topics in the Year 12 course consist of two sections – 'Survey' and 'Focus of study'. The following time allocations provide guidance to teachers about the depth of study for each section:

Survey (a maximum of 3 hours)

Focus of study (a minimum of 27 hours).

ATAR: Yes
Course No: 15030

Course Description

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Topics Covered: Preliminary Course

Core Modules

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

HSC Course

Core Modules

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

Particular Course Requirements

15 hours of in class time in Modules 1–4 of the Preliminary course and 15 hours of in class time in Modules 5-8 of the HSC course will be allocated to a Depth Study

One assessment task will focus on a depth study with a weighting of 20–40%, this will assess:

4 Working Scientifically skills outcomes including

- Questioning and Predicting
- Communicating

and at least one knowledge and understanding outcome.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

COURSE: BUSINESS STUDIES

ATAR: Yes
Course No: 15040

Course description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Topics Covered:

Preliminary course

Nature of business: The role and nature of business

Business management: The nature and responsibilities of management

Business planning: Establishing and planning a small to medium enterprise

HSC course

Operations: Strategies for effective operations management

Marketing: Development and implementation of successful marketing strategies

Finance: Financial information in the planning and management of business

Human resources: Human resource management and business performance

COURSE: CHEMISTRY

ATAR: Yes
Course No: 15050

Course Description

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Topics Covered:

Preliminary Course

Core Modules

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

HSC Course

Core Modules

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas

Particular Course Requirements

15 hours of in class time in Modules 1–4 of the Preliminary course and 15 hours of in class time in Modules 5-8 of the HSC course will be allocated to a Depth Study

One assessment task will focus on a depth study with a weighting of 20–40%, this will assess:

4 Working Scientifically skills outcomes including

- Questioning and Predicting
- Communicating

and at least one knowledge and understanding outcome.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time in both years, including time allocated to practical investigations in depth studies.

COURSE: COMMUNITY AND FAMILY STUDIES

ATAR: Yes

Course No: 15060

Course Description

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

Main Topics Covered:

Preliminary Course

- **Resource Management** Basic concepts of the resource management process (approximately 20% of course time).
- **Individuals and Groups** The individual's roles, relationships and tasks within groups (approximately 40% of course time).

- **Families and Communities** Family structures and functions and the interaction between family and community (approximately 40% of course time).

HSC Course

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

HSC Option Modules

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

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

Particular Course Requirements

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

COURSE: DANCE

ATAR: Yes

Course No: 15070

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

Preliminary Course

Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

Components to be completed are:

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

HSC Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

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

Particular Course Requirements

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

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

COURSE: DESIGN AND TECHNOLOGY

ATAR: Yes
Course No: 15080

Course Description

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

Main Topics Covered:

Preliminary Course

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC Course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

COURSE: DRAMA

ATAR: Yes

Course No: 15090

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

Course Description

Students in Drama study the practices of Making, Performing and Critically Studying. 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.

The **Group Performance** (3 – 6 students) involves creating a piece of original theatre (10 – 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the **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 Covered

Preliminary Course

- Improvisation, Playbuilding, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

HSC Course

- 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.

COURSE: EARTH & ENVIRONMENTAL SCIENCE

ATAR: Yes
Course No: 15100

Course Description

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

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.

Topics Covered:

Preliminary Course

Core Modules

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

HSC Course

Core Modules

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

Particular Course Requirements

15 hours of in class time in Modules 1–4 of the Preliminary course and 15 hours of in class time in Modules 5-8 of the HSC course will be allocated to a Depth Study

One assessment task will focus on a depth study with a weighting of 20–40%, this will assess:

4 Working Scientifically skills outcomes including

- Questioning and Predicting
- Communicating

and at least one knowledge and understanding outcome.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time in both years, including time allocated to practical investigations in depth studies.

COURSE: ECONOMICS

ATAR: Yes
Course No: 15110

Requirements: Preliminary and HSC Courses; as Economics is the study of contemporary issues new textbooks are required for both the preliminary and HSC courses each year. It is compulsory that students purchase their own copy of the economics textbook and work book which will be essential for the study of the course. Information regarding the text, price etc. will be issued to the students at the start of each year.

Course description

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes affect individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Topics Covered:

Preliminary course

Introduction to Economics: The nature of economics and the operation of an economy

Consumers and Business: The role of consumers and business in the economy

Markets: The role of markets, demand, supply and competition

Labour Markets: The workforce and role of labour in the economy

Financial Markets: The financial market in Australia, including the share market

Government in the Economy: The role of government in the Australian economy

HSC course

The Global Economy: Features of the global economy and globalisation

Australia's Place in the Global Economy: Australia's trade and finance

Economic Issues: Issues including growth, unemployment, inflation, wealth and management

Economic Policies and Management: The range of policies to manage the economy

COURSE: ENGINEERING STUDIES

ATAR: Yes

Course No: 15120

Course Description

Both Preliminary and HSC courses offer 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.

Main Topics Covered:

Preliminary Course

THREE application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories:

- Engineering Fundamentals
- Engineered Products and
- Braking Systems

ONE focus module relating to the field of Biomedical Engineering.

HSC Course

Students undertake the study of 4 compulsory modules:

TWO application modules relating to the fields of:

- Civil Structures and
- Personal and Public Transport

TWO focus modules relating to the fields of:

- Aeronautical Engineering and
- Telecommunications Engineering.

Particular Course Requirements

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 project.

COURSE: ENTERPRISE COMPUTING

ATAR: Yes

Course No: TBA. This is a new course (replacing Information Processes and Technology course)

Exclusions:

- Computing Technology Life Skills (Year 11, 2 units): TBA
- Computing Technology Life Skills (Year 12, 2 units): TBA
- Technology Life Skills (Year 11, 2 units): TBA*
- Technology Life Skills (Year 11, 2 units): TBA*

*Where Computing Technology is undertaken within the course.

Course Description :

The study of *Enterprise Computing 11–12* 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.

Main topics covered:

Preliminary Course

- Interactive media and the user experience
- Networking systems and social computing
- Principles of cybersecurity

HSC Course

- Data Science
- Data Visualisation
- Intelligent Systems
- Enterprise project

Particular Course Requirements:

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

COURSE: FOOD TECHNOLOGY

ATAR: Yes
Course No: 15180

Course Description

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

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

Main Topics Covered:

Preliminary Course

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

HSC Course

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

Particular Course Requirements

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

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

COURSE: FRENCH BEGINNERS

ATAR: Yes
Course No: 15670

Exclusions: French Continuers; French Extension Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of NESA's ACE Manual.

Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. Students' skills in, and knowledge of French 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 French-speaking communities through the study of a range of texts.

Main Topics Covered:

- Family life, home and neighbourhood

- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

Particular Course Requirements: Nil

COURSE: FRENCH CONTINUERS

ATAR: Yes

Course No: 15680

Prerequisite: RoSA French Elective or equivalent knowledge is assumed.

Exclusions: French Beginners

Course Description:

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

Prescribed Themes

The individual

- Personal identity
- Relationships
- School life and aspirations
- Leisure and interests

French-speaking communities

- Daily life/lifestyles
- Arts and entertainment
- The changing world
- Travel and tourism

The world of work

- Current issues
- The young people's world

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying the culture of French-speaking communities through texts.

Particular Course Requirements: Nil

COURSE: HSC FRENCH EXTENSION

ATAR: Yes

Course No: 15690

1 unit for HSC Board Developed Course

Prerequisites: The French Continuers Preliminary course

Co-requisites: The French Continuers HSC course

Course Description

The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of French language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate French as a medium for communication and creative thought and expression.

Prescribed Text

- Les Intouchables (film study)

Prescribed Issues:

- Acceptance
- Resilience
- Identity

Students' knowledge and understanding of the issues are developed through tasks such as:

- discussing issues in prescribed and related texts
- presenting points of view on issues
- analysing aural and written texts.

Particular Course Requirements: Nil

COURSE: GEOGRAPHY

ATAR: Yes

Course No: 15190 Geography

Course Description

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

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

Topics Covered:

Preliminary Course

Earth's natural systems: Students investigate the diverse landscapes of the Earth's surface and its distinctive physical features. They examine the cycles, circulations, interconnections and spatial patterns that combine to form the Earth's integrated system, and investigate natural processes, cycles and circulations that change the Earth's land and water cover.

People, patterns and processes: Students investigate evidence of human diversity across the Earth's surface. They examine the spatial patterns and extent of the human footprint, and the human transformations shaping those patterns.

Human–environment interactions: Students investigate the global nature of land cover change, from temporal and spatial perspectives, as they examine the long-term development of natural systems compared to the short time frame of human activity. They investigate evidence for, and causes of, climate change, as well as the role of humans in contributing to land cover change.

Geographical Investigation: Students plan and conduct ONE Geographical Investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools.

The *geographical inquiry skills and tools* content is to be integrated throughout the course.

HSC Course

Global sustainability: Students investigate sustainability in the contemporary world, including principles of, and actions for, sustainability.

Rural and urban places: Students investigate the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale.

Ecosystems and global biodiversity: Students investigate the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity.

The *geographical inquiry skills and tools* content is to be integrated throughout the course.

Course Requirements

Students plan and conduct ONE Geographical Investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools. They are required to undertake twelve (12) hours of fieldwork for the Year 11 and the Year 12 course.

COURSE: HEALTH & MOVEMENT SCIENCE (formerly PDHPE)

ATAR: Yes

Course No:

Course Description

Year 11 is organised into 2 focus areas: Health for individuals and communities; and The body and mind in motion.

Health for Individuals and Communities has a focus on the health of young people, with students having the opportunity to research a selected health issue of interest. They analyse the skills needed to protect and enhance the health and wellbeing of themselves and others. Students explore how government and non-government organisations can advocate and support the health of young people. They explore health promotion to improve health and are introduced to the United Nations Sustainable Development Goals (SDGs)

The body and mind in motion focus area enables students to investigate how body systems influence and respond to movement and understand the interrelationships between these systems for efficient movement. Students develop an understanding of the role energy systems and types of training and training methods play and how the body physiologically adapts to training.

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. Students are provided with opportunities to positively interact with others and work collaboratively to reach agreements and decisions. They develop skills to negotiate plans and tasks, distribute leadership, create and maintain a positive group environment, and give and receive feedback.

Year 12 is organised into 2 focus areas: Health in an Australian and global context; and Training for improved performance.

Health in an Australian and global context allows students explore how healthy Australians are by comparing the health status of Australians within and across population groups. They will also examine major chronic conditions, diseases and injury, and the impact these conditions can have on the healthcare system. They explore the impact of a growing and ageing population

Training for improved performance allows students to investigate the significance of Training for Improved Performance. This includes recognising the importance of personalised exercise assessment and prescription, and exploring how various training types and methods can be used to positively affect physiological adaptations. Students compare training plans and programs for recreational or elite individuals and groups, applying their understanding of biomechanics, injury prevention, training methods and technology to analyse how athletes can train for sustained movement and performance

Preliminary Course

Core Topics

- Health for Individuals and Communities (40hrs)

- The Body and Mind in Motion (40hrs)

Depth Studies- Minimum of 2 (20hrs)

Collaborative Investigation (20hrs)

Core Topics

- Health in an Australian and global context (45hrs)
- Training for improved performance (45hrs)

Depth Studies – Minimum of 2 (30hrs)

COURSE: HISTORY EXTENSION

ATAR: Yes

Course No: 15280 (1 unit – Year 12)

Prerequisites:

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

Ancient History (2 units – Year 11)

Modern History (2 units – Year 11)

Corequisites:

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

15020 Ancient History (2 units – Year 12)

15270 Modern History (2 units – Year 12)

Course description

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

Topic Covered:

Year 12 course (this course is not studied in Year 11)

The course comprises two sections.

Constructing History

Key questions

Who are historians?

What are the purposes of history?

How has history been constructed, recorded and presented over time?

Why have approaches to history changed over time?

Case studies

Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

History Project

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

Course requirements

The course requires students to undertake:

one case study and the development of one History Project.

COURSE: INDUSTRIAL TECHNOLOGY: MULTIMEDIA

ATAR: Yes

Course No: 15200

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses. Industrial Technology Timber Products and Furnisher Products may not be studied in conjunction with this course.

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 the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

Main topics covered:

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%)

Particular Course Requirements:

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

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

COURSE: INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS and FURNITURE TECHNOLOGIES

ATAR: Yes

Course No: 15200

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses. Industrial Technology Multimedia may not be studied in conjunction with this course.

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 the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

Main topics covered:

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%)

Particular Course Requirements:

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry

COURSE: INVESTIGATING SCIENCE

ATAR: Yes

Course No: 15340

Course Description

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Topics Covered:

Preliminary Course

Core Modules

- Cause and Effect – Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws

HSC Course

Core Modules

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

Particular Course Requirements

30 hours of in class time in Modules 1–4 of the Preliminary course and 30 hours of in class time in Modules 5-8 of the HSC course will be allocated to a Depth Study

One assessment task will focus on a depth study with a weighting of 20–40%, this will assess:

- 4 Working Scientifically skills outcomes including
 - Questioning and Predicting
 - Communicating
- and at least one knowledge and understanding outcome.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

COURSE: JAPANESE BEGINNERS

ATAR: Yes

Course No: 15820

Exclusions: Japanese Continuers; Japanese Extension; Heritage Japanese; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of NESA's ACE Manual.

Course Description

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture. Students' skills in, and knowledge of, Japanese 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 Japanese-speaking communities through the study of a range of texts.

Main Topics Covered:

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

COURSE: JAPANESE CONTINUERS

ATAR: Yes

Course No: 15830

Prerequisite: RoSA Japanese Elective or equivalent knowledge is assumed.

Exclusions: Japanese Beginners; Heritage Japanese; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.2 of the NESA's ACE Manual.

Course Description

The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Main Topics Covered:

Prescribed Themes

The Individual

- Personal world
- Daily life
- Leisure
- Future plans

Japanese-speaking communities

- Travelling in Japan
- Living in Japan
- Cultural life

The changing world

- The world of work
- Current issues

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying the culture of Japanese-speaking communities through texts.

Particular Course Requirements: Nil

COURSE: HSC JAPANESE EXTENSION

ATAR: Yes

Course No: 15850

1 unit for HSC Board Developed Course

Prerequisites: The Japanese Continuers Preliminary course

Co-requisites: The Japanese Continuers HSC course

Course Description

The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Japanese language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression.

Prescribed text: kimi no Na wa (film study)

Prescribed Issues:

- Journeys
- Impacts of the past
- Connectedness

Students' knowledge and understanding of the issues are developed through tasks such as:

- discussing issues in prescribed and related texts
- presenting points of view on issues
- analysing aural and written texts.

Particular Course Requirements: Nil

COURSE: LEGAL STUDIES

ATAR: Yes

Course No: 15220

Course description

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

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

Topics Covered:

Preliminary course

Part I – The Legal System

Part II – The Individual and the Law

Part III – The Law in Practice

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

HSC course

Core Part I: Crime

Core Part II: Human Rights

Part III: Two options

Two options are chosen from:

Consumers

Global environment and protection

Family

Indigenous peoples

Shelter

Workplace

World order.

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

COURSE: MATHEMATICS STANDARD 1

ATAR: Student must sit the optional HSC examination.

Course No: 15231

Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

Course Description:

The study of Mathematics Standard in Stage 6 enables students to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate in a concise and systematic manner.

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

The Preliminary Mathematics Standard course contains four Strands:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

The HSC Mathematics Standard 1 and HSC Mathematics Standard 2 further develop the same four Preliminary Course strands plus the addition of the *Networks* strand.

COURSE: MATHEMATICS STANDARD 2

ATAR: Yes
Course No: 15236

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

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

Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.

Course Description:

The study of Mathematics Standard in Stage 6 enables students to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate in a concise and systematic manner.

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects. Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

The Preliminary Mathematics Standard course contains four Strands:

- Algebra
- Measurement
- Financial Mathematics

- Statistical Analysis

The HSC Mathematics Standard 1 and HSC Mathematics Standard 2 further develop the same four Preliminary Course strands plus the addition of the *Networks* strand.

COURSE: MATHEMATICS ADVANCED

ATAR: Yes
Course No: 15255

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

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

Exclusions: Mathematics Standard

Course Description

The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

Main Topics Covered

Preliminary Course

- Functions
- Trigonometric functions
- Calculus
- Logarithmic and exponential functions
- Statistical Analysis

HSC Course

- Further functions
- Further trigonometric functions and graphs
- Differential and integral calculus
- Financial mathematics
- Further statistical analysis

COURSE: MATHEMATICS EXTENSION 1

ATAR: Yes
Course No: 15250

1 unit in each of Preliminary (Preliminary Mathematics Extension) and HSC Board Developed Course

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

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

Exclusions: Mathematics Standard

Course Description

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

Main Topics Covered

Preliminary Course

- Further functions and polynomials
- Trigonometric and inverse trigonometric functions
- Calculus and rates of change
- Combinatorics

HSC Course

- Proof
- Vectors
- Further trigonometric functions and trigonometric equations
- Further calculus skills and applications of calculus
- Statistical analysis

COURSE: MATHEMATICS EXTENSION 2

ATAR: Yes
Course No: 15260

1 unit for the HSC Board Developed Course

The course is designed for students with a keen interest in mathematics who have shown that they possess exceptional aptitude for the subject.

Exclusions: Mathematics Standard

Course Description

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

- The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.
- All students studying the Mathematics Extension 2 course will sit for an HSC examination.

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics

Main Topics Covered:

- Further proofs
- Further vectors
- Complex (imaginary) numbers
- Further integration
- Mechanics

COURSE: MODERN HISTORY

ATAR: Yes
Course No: 15270

Course description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.

Topic covered:

Year 11 course

The Year 11 course comprises three sections.

Investigating Modern History

Students undertake at least ONE option from ‘The Nature of Modern History’, and at least TWO case studies.

Historical Investigation

The Shaping of the Modern World

At least ONE study from ‘The Shaping of the Modern World’ is to be undertaken.

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12 course

The Year 12 course comprises four sections.

Core Study: Power and Authority in the Modern World 1919–1946

One ‘National Studies’ topic

One 'Peace and Conflict' topic
One 'Change in the Modern World' topic
Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course requirements

In the Year 11 course, students undertake at least TWO case studies.
One case study must be from Europe, North America or Australia, AND
One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.
Students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.

In Year 12 students are required to study at least ONE non-European/Western. See the Modern History Stage 6 syllabus for further information regarding course requirements.

COURSE: MUSIC 1

ATAR: Yes
Course No: 15290
Exclusions: Music 2

Course Description

In the Preliminary and HSC courses, 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.

Main Topics Covered

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

Particular Course Requirements

HSC course

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.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority (NESAs) to validate authorship of the submitted work.

COURSE: MUSIC 2

ATAR: Yes
Course No: 15300
Exclusions: Music 1

Course Description

In the Preliminary and HSC courses, 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.

Main Topics Covered

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.

In the Preliminary course, the Mandatory Topic is Music 1600 – 1900.

In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

Preliminary Mandatory Topic Music From 1600 - 1900	HSC Mandatory Topic Music of the Last 25 Years (Australian Focus)
Preliminary Additional Topics <ul style="list-style-type: none"> ● Music of a culture ● Medieval Music ● Renaissance Music ● Music from 1900 - 1945 ● Music from 1954 to music of the last 25 years. ● Australian Music 	HSC Additional Topics <ul style="list-style-type: none"> ● Music of a culture ● Medieval Music ● Renaissance Music ● Baroque Music ● Classical Music ● Music In The Nineteenth Century ● Music from 1900 - 1945 ● Music from 1954 to music of the last 25 years.

Particular Course Requirements

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work.

All students will be required to develop a composition portfolio for the core composition.

Course topics and major works for study are listed below:

Preliminary Course Core Topics <ul style="list-style-type: none"> ● Concept Basics ● Performance Masterclass ● Score Reading and the Aural Exam ● Harmonic Foundations ● Baroque Music ● Classical Music ● Romantic Music ● The Additional Topic ● Sight Singing ● Improvisation Through the Ages including Jazz. 	Preliminary Course Major Works <ul style="list-style-type: none"> ● Bach: Little Fugue in G Minor ● Haydn: The Joke Quartet ● Haydn: The Surprise Symphony ● Mozart: Requiem ● Mussorgsky: Pictures at an Exhibition
HSC Course Core Topics <ul style="list-style-type: none"> ● Contemporary Composition Devices ● Major Work Analysis ● Performance Masterclass ● Additional Topic ● Core Composition ● Aural Exam Preparation ● Sight Singing 	HSC Course Major Works: <ul style="list-style-type: none"> ● Ross Edwards: "Dawn Mantras" for Choir and Ensemble (1999) ● Paul Stanhope "Deserts of Exile" for Unaccompanied SATB (2007) ● Holly Harrison "Tweedledrum" for 2 percussionists (2014) ● Other two works are determined at the conclusion of the Preliminary Course.

For the HSC, in addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Details of the elective choice requirements are below:

Performance Elective	Composition Elective	Musicology Elective
Students prepare two performance pieces. Total Time 10 mins. Must be from specific time periods.	Students prepare a 3 min composition in a particular style related to the Additional Topic. You will be required to compile a portfolio outlining the process. The portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work.	Students prepare a 1500 word essay related to either the Additional Topic or a comparative between the Additional Topic and the Mandatory Topic. You will be required to compile a portfolio outlining the process. The portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work.

All students will be required to develop a 2 minute composition and portfolio for the core composition. This composition must be representative of the Mandatory Topic.

COURSE: HSC MUSIC EXTENSION COURSE

ATAR: Yes

Course No: 15310 - 1 unit for Year 12 only

Prerequisites: Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways.

Exclusions: Music 1

Course Description

The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

Particular Course Requirements

Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work.

Details of the requirements for each of the choices are below. Students are only expected to focus on one area.

Performance Elective	Composition Elective	Musicology Elective
Students prepare two solo pieces and one ensemble piece. Total performance time: 20 mins. You will be required to compile a portfolio tracking your preparation.	Students prepare two compositions, 6 mins in total time. Compositions must reflect a personal style. You will be required to compile a portfolio outlining the process. The	Students prepare a 3000 word essay on a topic of their choice. You will be required to compile a portfolio outlining the process. The portfolio may be requested by the NSW Education Standards Authority (NESA) to

There are no topics to be covered.	portfolio may be requested by the NSW Education Standards Authority (NESA) to validate authorship of the submitted work.	validate authorship of the submitted work.
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COURSE: PHYSICS

ATAR: Yes
Course No: 15330

Course Description

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Topics Covered:

Preliminary Course

Core Modules

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

HSC Course

Core Modules

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

Particular Course Requirements

15 hours of in class time in Modules 1–4 of the Preliminary course and 15 hours of in class time in Modules 5-8 of the HSC course will be allocated to a Depth Study

One assessment task will focus on a depth study with a weighting of 20–40%, this will assess:

- 4 Working Scientifically skills outcomes including
- Questioning and Predicting
 - Communicating
- and at least one knowledge and understanding outcome.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

COURSE: SCIENCE EXTENSION

ATAR: Yes

Course No: 15345 - 1 unit for Year 12 only

Course Description

The Science Extension Stage 6 Syllabus focuses on the nature, development and processes of Science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries, and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this students extend their knowledge of the discipline/s, conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Through designing and conducting their own scientific research, initially using small data sets, students deepen and build upon their understanding of analysing and interpreting data. They are provided with opportunities to refine and extend their skills of Working Scientifically by applying these interrelated processes to contemporary authentic scientific research reflecting the skills used by practicing research scientists. Students gather, examine, model and critically assess evidence that is informed by analysis of primary and secondary-sourced data and examining this data in relation to relevant publicly available data sets.

Students interrogate and refine their ideas of and about science through analysing historic and cultural observations and significant scientific research within the relevant ethical frameworks and philosophical arguments of the time.

Science Extension is designed for students with an interest in scientific research. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries.

Topics Covered:

Core Modules

- The Foundations of Scientific Thinking
- The Scientific Research Proposal
- The Data, Evidence and Decisions
- The Scientific Research Report

Particular Course Requirements

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

COURSE: SOCIETY AND CULTURE

ATAR: Yes

Course No: 15350

Course description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Topic covered:

Preliminary course

The Social and Cultural World: The interactions between persons and groups within societies

Personal and Social Identity: Socialisation and the development of personal and social identity in a variety of social and cultural settings

Intercultural Communication: How people in different social, cultural and environmental settings behave, communicate and perceive the world around them

HSC course

Social and Cultural Continuity and Change: The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study

The Personal Interest Project (PIP): An individual research project

Depth Studies

TWO to be chosen from:

Popular Culture: The interconnection between popular culture, society and the individual

Belief Systems and Ideologies: The relationship of belief systems and ideologies to culture and identity

Social Inclusion and Exclusion: The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures

Social Conformity and Nonconformity: The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

Course requirements

Completion of the Personal Interest Project.

See the Society and Culture Stage 6 syllabus for further information regarding course requirements.

COURSE: TEXTILES AND DESIGN

ATAR: Yes

Course No: 15390

Exclusions: Fashion and Textiles TVET CEC 43480, Fashion Design and Technology TVET CEC 41016

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 an 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 textile 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.

Main Topics Covered:

Preliminary Course

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

HSC Course

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%).

Particular 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.

COURSE: VISUAL ARTS

ATAR: Yes

Course No: 15400

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

Course Description

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.

Preliminary Course learning opportunities focus on:

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on:

- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

Particular Course Requirements

Preliminary Course

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

HSC Course

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

SECTION 2

VOCATIONAL EDUCATION AND TRAINING COURSES

Introduction

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) 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 (the skills) and what they know (the knowledge) that will 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 of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing any competencies achieved for the VET course undertaken.

These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Due to the specific requirements of a VET course, it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

Course Descriptions – Vet Courses

2025 Business Services Course Descriptor

BSB30120 Certificate III in Business

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

Course: Business Services

Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business

<https://training.gov.au/training/details/bsb30120>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 13 units of competency. To meet NESA course hours the program includes 14 units. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the business services industry

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

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.

Consumable costs: Preliminary - \$100

HSC - \$100

Refunds

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

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: Students can only undertake the Business Services (120 indicative hours) course or the Business Services (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Construction Course Descriptor

CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

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

Course: Construction

Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the construction industry

- | | |
|-------------|----------------------|
| • carpentry | • bricklaying |
| • joinery | • builder's labourer |

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is 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 - \$60

HSC - \$60

White card - \$100 Equipment – Steel cap boots, safety shirt

Refunds

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

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: Students can only undertake the Construction (120 indicative hours) course or the Construction (240 indicative hours) course. General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Entertainment Industry Course Descriptor

Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services

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: Entertainment Industry 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)
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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 Statement of Attainment (SOA) towards a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/training/details/cua30420>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- customer (client) service skills
- technical production of lighting, sound and vision
- communication skills
- creativity
- critical thinking
- problem solving

Examples of occupations in the entertainment industry

- assistant sound technician
- assistant lighting technician
- follow spot operator
- front of house assistant
- production crew
- stagehand

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 Entertainment 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 - \$60 White card - \$100 Equipment – Steel cap boots	HSC - \$60	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
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A school-based traineeship is not available for this course.

Exclusions: Students can only undertake the Entertainment Industry (120 indicative hours) course or the Entertainment Industry (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 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 - \$120 **HSC** - \$120
Uniform - \$55 **Barista Course** - \$120 Approximately

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>

SECTION 3 - CONTENT ENDORSED COURSES

Content Endorsed Courses have syllabuses endorsed by the NSW Education Standards Authority (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 NESA.

There is no external examination for Content Endorsed Courses. Assessment is school based.

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

Courses being offered to our students include:

Course	Type of Course
Creative Arts	1 st Year: (Preliminary year) 2 Unit Ceramics 2 nd Year: (HSC year) 2 Unit Visual Design
Exploring Early Childhood	2 Unit Course
Numeracy	2 Unit Course
Photography, Video & Digital Imaging	2 Unit Course
Sport, Lifestyle and Recreation Studies	2 Unit Course

Course Descriptions

COURSE: CREATIVE ARTS

KHS implements this course as a combination of the Ceramics and Visual Design CEC Courses.

Preliminary year: students complete 2 units of Ceramics.

HSC year: students complete 2 units of Visual Design.

Preliminary year: Ceramics

ATAR: No

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

Course Description

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

Main Topics Covered

Modules include:

- Handbuilding
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media

The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module Ceramics Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more area of ceramics.

Particular Course Requirements

Students are required to keep a diary throughout the course.

HSC year: Visual Design

ATAR: No

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

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 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 design.

Main Topics Covered

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

- graphic design
- wearable design
- product design
- interior/exterior design.

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.

Particular Course Requirements

Students are required to keep a diary throughout the course.

COURSE: EXPLORING EARLY CHILDHOOD

ATAR: No
Content Endorsed Course

Course Description

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

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

Main Topics Covered

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

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

Particular Course Requirements

Students will be required to care for the electronic RealCare baby during the course.

COURSE: NUMERACY

ATAR: No

Exclusions: The Numeracy CEC can be studied as a stand-alone course or in conjunction with the Mathematics Standard course, where the student would benefit from additional learning opportunities to strengthen their numeracy development.

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 CEC supports students to develop the core numeracy skills required to become active and successful participants in society. When students become functionally numerate, they are able to manage a situation or solve a problem in everyday contexts. This course offers students the opportunity to prepare for post-school options including employment or further training.

Numeracy Stage 6 CEC is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts.

This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. Students who have already met the HSC minimum standard in numeracy are better placed studying Mathematics Standard or Advanced in Year 11, is designed for students who may:

- intend to study Mathematics Standard in Years 11 and 12, and need additional numeracy development to improve their achievement and to meet the HSC minimum standard, OR
- require support to reach the HSC minimum standard and do not intend to study a mathematics course in Years 11 and 12, OR
- intend to leave school before completing their HSC, and need to develop their numeracy skills for work or further study after school.

The study of Numeracy CEC in Stage 6 provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

COURSE: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

ATAR: No

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
- Video
- Digital Imaging.

Modules include: Introduction to the Field; Developing a Point of View; Traditions, Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; Temporal Accounts. An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Particular Course Requirements: Students are required to keep a diary throughout the course.

COURSE: SPORT, LIFESTYLE AND RECREATION STUDIES

ATAR: No

Exclusions: Students studying the Board Developed Course 'Health and Movement Science' must not study CEC modules which duplicate 'Health and Movement Science' modules.

Course Description

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: Aquatics; Athletics; First Aid; Fitness; Specific Sports; Gymnastics; Outdoor Recreation; Sports Administration; Coaching; Social Perspectives of Sport and Healthy Lifestyle.

Guide to Subject Fees

This list will provide guidance on the fees attributed to each subject. Fees may change for the next calendar year and into the HSC course depending on subject requirements. There may be additional costs for subscriptions, individual learning resources, and seminars.

Course	Fee (\$)
English	20
English Extension	10
Biology	20
Business Studies	20
Chemistry	20
Community and Family Studies	25
Dance	35
Design and Technology	60
Drama	30
Earth & Environmental Science	20
Economics	40
Engineering Studies	25
Enterprise Computing	40
Food Technology	120
French	15
Geography	20
Health & Movement Science	20
History Subjects	20
Industrial Tech - Multimedia	55
Industrial Tech - Timber	100
Investigating Science	20
Japanese	15
Legal Studies	20
Mathematics	20
Mathematics Extension	10
Music 1	30
Music 2	30
Physics	20
Society and Culture	20
Sport Lifestyle & Rec	20
Textiles and Design	45
Visual Arts	77

Course	Fee (\$)
VET Business Services HSC	50
VET Construction	75
VET Entertainment Industries	20
VET Hospitality	170
CEC Creative Arts	70
CEC Exploring Early Childhood	50
CEC Numeracy	20
CEC Photography	80
CEC Sport Lifestyle & Rec	20