



ALEXANDRIA PARK COMMUNITY SCHOOL



YEAR
10

Stage 6
**SUBJECT
SELECTION**
2026

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PRINCIPAL'S MESSAGE

At Alexandria Park Community School we provide a nurturing environment where our students are supported and challenged to perform their personal best. Our staff is motivated by the love of teaching and learning. Their commitment provides a diverse, quality curriculum that allows each student to achieve success in the learning process.

At our school, almost every Year 10 student decides to continue their education through a variety of learning pathways. As a Year 10 student, you now can choose your subjects for the Preliminary Course of the Higher School Certificate (HSC). You are about to make one of the most important learning decisions of your life. Whatever you decide, you should choose subjects that you enjoy, and which are suited to your needs, interests, and abilities.

While this is an exciting time, the move to Year 11 is a significant one and can be an anxious time for you and your family. In choosing subjects, you will need to consider what you want to gain from Years 11 and 12. For some of you, these years will be a preparation for a profession, skilled trade, or a wide variety of careers. In addition, the continued learning experiences and participation as a school leader and the understanding that learning is a lifelong process is critical.

To gain the most from Years 11 and 12, you must understand that the workload at school and at home will be more demanding and require more self-discipline than in the junior school. You need to decide what course you will follow; whether you will study a university academic course which will result in an Australian Tertiary Admission Rank (ATAR) or a general education pattern of study; whether to combine vocational and academic courses, or whether to elect to extend your studies over more than two years and take a 'Pathways' option.

Your school reports and the school-based tracking data are an indication of your progress to date and reflect your educational abilities. Your Year Adviser, teachers, Careers Adviser, Deputy Principal and I will help you to decide whether you are suited to follow an ATAR HSC or a general education pattern of study.

After you have read this book, you will be asked to fill out a form showing your choice of subjects for Year 11 2026. As a school, we aim to cater for as many students first choices as possible, but there will be situations where, due to lack of interest by students, some courses will not be offered.

As Principal, I will be required by the NSW Education Standards Authority (NESA) to sign to say you have met the course requirements for both the Preliminary HSC courses and the HSC courses. I will not be able to do this if you have not made an honest attempt to complete all set work. Excellent attendance is required for you to complete NESA requirements for your courses and to be deemed eligible for the HSC.

The staff at Alexandria Park Community are committed to supporting your learning and wellbeing and they will work diligently to help you achieve success at the HSC.

I wish you well for your senior studies and look forward to working with you and our staff to ensure that the HSC class of 2027 strive for their personal best and gain excellent results as we prepare you for your future careers.



Debra Lade
Principal



Supporting students with Career Pathways



COMMUNITY OPPORTUNITY SUCCESS

COURSE SELECTION PROCEDURES

At Alexandria Park Community School, we work hard to make the transition from Year 10 into Year 11 as smooth as possible. The following procedures are implemented to help students make informed choices.

1. Students are interviewed in Term 2 about their learning, their educational intentions, and opportunities for their future. Students will be presented with information sessions about subjects and courses by the school executive and specialist teachers.
2. Students are issued with handbooks dealing with information for Stage 6 (Years 11 & 12) subjects and courses.
3. Students are encouraged to select courses and keep a record of their choices. Their initial selections provide information about the most popular courses. This information is then used to help determine the Year 11 curriculum. **Students who need to change from courses which do not run because of low student numbers will be interviewed and assisted to make final selections.**
4. Students are interviewed to ensure their subject choices meet NESA requirements and to discuss any student concerns.

All parents are invited to accompany their child to the following events:

Term 2 Week 8– Parent Information Session and Faculty advice

1. The **Student/Parent Subject Selection Information Afternoon is on Tuesday June 17th from 5-6 pm. Welcome to the evening in the Denzel** at 5pm then faculty presentations in various school locations. This session will also include careers suggestions and information from the faculties on possible options for your child. It is essential that you attend this information session so that you can support your child in making appropriate subject choices.

Term 2 Weeks 8-10 – Subject Selection Interview

2. A meeting with the Deputy Principal (Mr. Marcos) or Year Adviser (Ms. Luo) or Career's adviser (Ms.Crapis) or HT WellBeing (Ms. Riedstra). Ms Shaw and Mr. Marcos will finalise a chosen pattern of study Week 1 of Term 3.

ADVICE FOR CHOOSING SUBJECTS

You should base your pattern of study and subject choices on the following:

1. Choose a pattern of study that **suits your ability**, in which you **feel you will** thoroughly enjoy and **perform well in the Higher School Certificate**. It is important to study subjects and courses at the level that **best suits your ability**.
2. Choose the **subjects that you are good at, or that interest you**. You are more likely to achieve a better result in these subjects.
3. Consider the career or career path that interests you. Talk to the Careers Adviser to gather the facts for a particular career path that interests you. Do not make choices on hearsay information.
4. If you intend to pursue tertiary (university) studies, you must take into consideration which school courses will prepare you best for your chosen university course.
5. **DO NOT** select a subject or course because your friend is doing it or because you think you will be taught by a particular teacher.
6. **DO NOT** select a subject or course that you really dislike because someone suggests it will increase your likelihood of gaining university entrance.

TO SELECT YOUR COURSES FOLLOW THESE STEPS

1. Read the outline of **all** subject courses presented in this booklet.
2. Discuss your intended choice of subjects with:
 - Your Parents/caregivers
 - Your class teacher of the subjects concerned
 - The relevant Faculty Head Teachers
 - Your Careers Adviser, regarding your career choices
 - Your Year Adviser
 - Your Deputy Principal
3. Fill in the subject choice sheet and return it at your subject selection interview scheduled Week 1 Term 3

Remember, the Year 11 and Year 12 pattern of study must satisfy the following requirements:

- A minimum of **12 units** including at least **2 units of English for Year 11**
- A minimum of **10 units** including at least **2 units of English for Year 12**
- At least **6 units** of **Board Developed Courses**
- At least **3 courses** of **2 units value or greater**
- At least **4 subjects (including English)**
- A maximum of **6 units** of Science may be included in the Year 11 pattern of study (subject to discussions with the school Science faculty)
- A maximum of **7 units** of Science may be included in the Year 12 pattern of study (subject to discussions with the school Science faculty)

Note: You may be required to change some subjects if classes do not run.

OTHER ADVICE TO HELP YOU CHOOSE

- If you do not know what career you want to pursue, then you should choose a program of study that leaves as many choices, including tertiary studies, open to you.
- It is wise to find out as much as you can about subjects and courses before you select them. Changing courses can mean that you have much work to catch up. You may not be able to change courses because there may be no vacancies in the subject(s) in which you are interested.

ALEXANDRIA PARK COMMUNITY SCHOOL

PRELIMINARY HSC PATTERN OF STUDY 2026

Student name: _____

Student signature: _____

Parent/caregiver signature: _____

(Complete this sheet and bring it to your interview on **TERM 2 WEEK 9-10**)

REFLECTION

1. What subjects do you enjoy studying?

2. What are your interests?

3. Comment on your overall performance in 2025.

☐ Very pleased ☐ Pleased ☐ Satisfied ☐ Can do better ☐ Poor

4. What do you wish to do when you leave school? ☐ TAFE ☐ Work ☐ University ☐ Other

5. Do you intend to return to Alexandria Park Community High School in 2026? YES / NO

6. List three careers in which you are interested:

1. Career:.....

Reason:.....

.....
.....
.....

2. Career:.....

Reason:.....

.....
.....
.....

3. Career:.....

Reason:.....

.....
.....
.....

ALEXANDRIA PARK COMMUNITY SCHOOL

PRELIMINARY HSC PATTERN OF STUDY 2026

Student name: _____ Student signature _____

Parent/caregiver signature: _____

Year adviser/DP signature: _____ Date _____

Guidelines

1. You need to study 12 units including at least 2 units of English.
2. The ATAR will be calculated on 2 units of English, plus the 8 best units.
3. Check the guidelines for HSC and ATAR requirements.

Please list the subjects you are considering (in priority order) for 2026.

Some students may be asked to re-choose their subjects once decisions are made about subjects that will run in 2026.

Subject	Units (1 or 2)
1. English ☐ Advanced ☐ Standard ☐ EAL/D ☐ English Studies	2
2.	
3.	
4.	
5.	
6.	
7.	
Total	
8. External Options: ☐ TVET– Course: ☐ NSL or SCLor Distance Education – Language: ☐ EVET – Course: ☐ SBAT – Course:	

Reserve Subject choices: 1 2.

Do you want an ATAR for University Entrance?

YES / NO

Does this study make you eligible for ATAR?

YES / NO

REQUIREMENTS FOR THE AWARD OF THE HSC – HIGHER SCHOOL CERTIFICATE

To be eligible for the award of the HSC, you must **satisfactorily complete**:

- a **Preliminary (Year 11)** pattern of study that includes at least **12 units**
- an **HSC (Year 12)** pattern of study that includes at least **10 units**

Both patterns of study **must include at least**:

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

Students are also required to meet the **HSC minimum standard of literacy and numeracy** within five years of starting their HSC course. For more information on this new requirement, see the website

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

To be eligible for the HSC, students must also complete *HSC: All My Own Work* or its equivalent before they submit any work for Preliminary or HSC courses.

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of HSC studies. Students who have completed the program will learn about academic integrity, how to avoid malpractice and the penalties when preparing their work for assessment.

To satisfactorily complete the Preliminary and HSC courses, students must:

- follow the course developed or endorsed by the Board.
- apply themselves with diligence and sustained effort.
- achieve some or all of the course outcomes.
- complete the work placement for Vocational Education and Training (VET) courses
- make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course in the HSC course of study

In addition, a student must:

- complete all work requirements for each course, including any practical, oral or project works required for specific courses.
- make a serious attempt at the required HSC examinations.

Additional Information and Advice from NESA:

The website <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection> has further information and useful links for students choosing HSC courses.

REQUIREMENTS FOR AN ATAR – AUSTRALIAN TERTIARY ADMISSION RANK

The ATAR is the rank calculated on behalf of tertiary institutions to allocate places in New South Wales and Australian Capital Territory universities.

Further information about the ATAR can be obtained through the Universities Admissions Centre website <http://www.uac.edu.au/future-applicants/atar>

RULE 1

To be eligible for an **ATAR**, a student must **complete at least 10 units of Board Developed Courses**, including at least **2 units of English**.

The **Board Developed Courses** must include at least:

- **Three** courses of **2 or more units**
- **Four** subjects

RULE 2

The **ATAR** is based on an aggregate of scaled marks in **10 units of Board Developed Courses** comprising:

- **2 units of English**
- The **best 8 units** from the remaining courses

Note: From 2025 there was a change and now any course that schools offer with an HSC exam can count towards the calculation of the ATAR. This is the removal of ATAR Category A / B course categories.

- Previously, students could only have a maximum of 2 units of Category B courses contribute to their ATAR calculation
- The Universities Admission Centre (UAC) has removed this categorisation as from the 2025 HSC onwards. Students will therefore have more courses contribute to their ATAR

Please also note the following provisions:

- Students must **satisfactorily complete English**
- Students may accumulate courses over **five years**.
- If a student repeats a unit, only the **most recent satisfactory attempt** will be used in the calculation of the ATAR

WHAT ARE SUBJECTS AND COURSES?

A **subject** is the general name given to an area of study.

A **course** is a branch of study within a subject. A subject may have several different courses. For example, within the subject of English there are courses such as English Standard, English Advanced, English Extension, etc.

WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC, each unit has a value of 50 marks. Hence, a 2 unit course has a value of 100 marks.

$$\begin{aligned} 2 \text{ units} &= 120 \text{ hours per year} \\ &= 100 \text{ marks} \end{aligned}$$

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

1 UNIT COURSE	1 unit equals 60 hours per year. It has a value of 50 marks. Some subjects can be undertaken as either a 1 unit or 2-unit course. There are a number of 1 unit Board Endorsed Courses. Board Endorsed Courses (which include Content Endorsed Courses) do not count towards an ATAR.
2 UNIT COURSE	This is the basic structure for most courses. It has a value of 100 marks.
EXTENSION COURSE	Extension study is available in English and Mathematics for Year 11, and in a number of subjects in Year 12. Extension courses build on the 2-unit course and carry an additional value of 1 unit. In Extension courses, students are required to work beyond the standard of the 2-unit course. Extension courses are available in Years 11 and 12 in English and Mathematics. Students must have completed the Year 11 Extension course to be eligible for Year 12 Extension courses. In Year 12, Extension at Alexandria Patk Community School. History Extension is also available.

WHAT TYPE OF COURSES CAN I SELECT?

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

1. Board Developed Courses

These courses are developed by 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)

The NESA syllabus for each course can be viewed at <http://www.educationstandards.nsw.edu.au>

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).

2. Board Endorsed Courses

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Developed Board Endorsed Courses. Both types of courses **do not count towards the ATAR**.

- **Board Endorsed Courses (BEC)** have course descriptors that are endorsed by NESA and cater for areas of special interest not covered in the Board Developed Courses.
- **Content Endorsed Courses (CEC)** are special courses designed by schools to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year courses.

There is **no external HSC examination** for any Content Endorsed Course or School Developed Board Endorsed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on the HSC Record of Achievement.

Students wishing to obtain an ATAR should note that Board Endorsed Courses do not count towards the ATAR.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training (VET) courses are also offered in Years 11 and 12. Some VET courses are studied at school, while others need to be completed at TAFE.

Year 11 students are only able to attend TAFE on specific designated afternoons.

Information about the requirements of VET courses studied at school or TAFE and details of the different courses offered by the school are provided in this book.

School Based Apprenticeship/ Traineeship

For more information about studying School Based Apprenticeship/ Traineeship, please go to <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Further Information

NESA website: <http://www.educationstandards.nsw.edu.au>

Universities Admissions Centre website: <http://www.uac.edu.au>

SECONDARY COLLEGE OF LANGUAGES

The Secondary College of Languages (SCL), previously known as Saturday School of Community Languages, is a Department of Education secondary school that offers language courses to students wishing to study their background community language **if the course is not available for study at their day school**.

There are fourteen SCL campuses, twelve based at high schools in the Sydney metropolitan area with one in Wollongong and one in Newcastle.

In addition to Chinese language courses taught at APCS, languages are also offered through the SCL. Some of the languages offered include Arabic, Armenian, Croatian, Hungarian, Macedonian, Modern Greek, Polish, Russian, Spanish, Tamil, Turkish and Vietnamese. Students can also study a language that is NOT their background language, via distance education through NSW School of languages.

If you require more information about the languages offered through the SCL, please visit their website <https://sclanguages.schools.nsw.gov.au/>

PRELIMINARY AND HSC COURSES OFFERED FOR 2026-2027

Board Developed Courses					
Course	Faculty	Unit	Preliminary / HSC	ATAR	Type
Aboriginal Studies	HSIE	2	Both	Yes	BDC
Ancient History	HSIE	2	Both	Yes	BDC
Biology	SCIENCE	2	Both	Yes	BDC
Business Studies	HSIE	2	Both	Yes	BDC
Chemistry	SCIENCE	2	Both	Yes	BDC
Chinese Beginners	LOTE	2	Both	Yes	BDC
Chinese Continuers	LOTE	2	Both	Yes	BDC
Chinese and Literature	LOTE	2	Both	Yes	BDC
Community and Family Studies	PDHPE	2	Both	Yes	BDC
Design and Technology	TAS	2	Both	Yes	BDC
Drama	CAPA/LOTE	2	Both	Yes	BDC
Earth and Environment Science	SCIENCE	2	Both	Yes	BDC
Economics	HSIE	2	Both	Yes	BDC
Engineering Studies	TAS	2	Both	Yes	BDC
English Studies(examination)	ENGLISH	2	Both	Yes	BDC
English EAL/D	ENGLISH	2	Both	Yes	BDC
English Advanced	ENGLISH	2	Both	Yes	BDC
English Extension 1	ENGLISH	1	Both	Yes	BDC
English Extension 2 (Year 12)	ENGLISH	1	HSC	Yes	BDC
English Standard	ENGLISH	2	Both	Yes	BDC
Food Technology	TAS	2	Both	Yes	BDC
Health and Movement Science	PDHPE	2	Both	Yes	BDC
History Extension	HSIE	1	HSC	Yes	BDC
Legal Studies	HSIE	2	Both	Yes	BDC
Mathematics Advanced	MATHS	2	Both	Yes	BDC
Mathematics Extension 1	MATHS	1	Both	Yes	BDC
Mathematics Extension 2 (Year12)	MATHS	1	HSC	Yes	BDC
Mathematics Standard 1 (examination)Year12	MATHS	2	HSC	Yes	BDC
Mathematics Standard	MATHS	2	Both	Yes	BDC
Modern History	HSIE	2	Both	Yes	BDC
Music 1	CAPA	2	Both	Yes	BDC
Physics	SCIENCE	2	Both	Yes	BDC
Society and Culture	HSIE	2	Both	Yes	BDC
Studies of Religion 1	HSIE	1	Both	Yes	BDC
Visual Arts	CAPA	2	Both	Yes	BDC

BDC = Board Developed Course

Content Endorsed Courses					
Course	Faculty	Unit	Preliminary/HSC	ATAR	Type
Ceramics	CAPA	2	Both	No	CEC
Exploring Early Childhood	PDHPE	2	Both	No	CEC
Sport, Lifestyle and Recreation	PDHPE	2	Both	No	CEC
Visual design	CAPA	2	Both	No	CEC
Work Studies	HSIE	2	Both	No	CEC

CEC = Content Endorsed Course

Vocational Education and Training Courses				
Course	Units	Preliminary/HSC	ATAR	Type
Hospitality – Food and Beverage	2	Both	Yes	VET

VET = Vocational Education and Training

TAFE Venues for VET Course Study	Day and Time of Year 11 TAFE Classes
Randwick College of TAFE	Tuesday, 1.30 – 5.30 pm
Enmore Design Centre	Tuesday, 1.30 – 5.30 pm
Granville College of TAFE	Tuesday, 1.30 – 5.30 pm
Lidcombe College of TAFE	Tuesday, 1.30 – 5.30 pm
Meadowbank College of TAFE	Tuesday, 1.30 – 6.00 pm
Petersham College of TAFE	Tuesday, 1.30 – 5.30 pm
Ultimo College of TAFE	Tuesday, 1.30 – 5.30 pm

BOARD DEVELOPED COURSES



Aboriginal Studies

UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11000;15000	Nil

CONTACT TEACHER(S): Ms.K.Padovan (HSIE)

COURSE INFORMATION

What types of things will we do in lessons?

The Year 11 course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism, and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.

The Year 12 course provides for in depth study of legislation, policy, judicial processes, and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

What types of tasks will be set?

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

What will I need to be good at to succeed in this subject?

- Ability to conduct independent research and develop a case study.
- Be able to communicate information and interpretations in oral and written forms with a sustained and sophisticated judgement.
- Possess critical thinking and analytical skills.
- Be able to identify different perspectives and interpretations of source material.

COURSE DETAILS

PRELIMINARY	HSC
Course Topics:	Course Topics:
Main Topics Covered Year 11 Course • Part I: Aboriginality and the Land • Part II: Heritage and Identity Comparative Study • Part IV: Research and Inquiry Methods: Local Community Case Study	Year 12 Course • Part I – Social Justice and Human Rights Issues - o A Global Perspective Global understanding of human rights and social justice AND - o B Comparative Study • Part II – Case Study of an Aboriginal community for each topic - o A Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses - OR - o B Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses • Part III – Research and Inquiry Methods – Major Project (30%) Choice of project topic based on student interest.
School Assessment:	School Assessment:
Extended response 30% Mini research Task 40% Examination 30%	Heritage and Identity task 40% Major project and logbook 25% Social Justice and Human Rights reflection 20% Trial HSC Examination 15%
External HSC Assessment:	
A three hour written examination consisting of three sections: Section I: Social Justice and Human Rights Issues (55 marks) Section II: Research and Inquiry Methods (15 marks) Section III: Options (30 marks)	

Ancient History				
UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11020;15020	Nil
CONTACT TEACHER(S):		Ms. K. Padovan (HSIE)		
COURSE INFORMATION				
What types of things will we do in lessons?				
Student will select, gather and organise information from primary and secondary sources working as an archaeologist to interpret and analyse artefacts and archaeological evidence. Throughout the courses students will learn to interpret oral history; conduct extensive research; participate group work; debates; discussions; fieldwork and essay writing. Students will also critique different interpretations and representations of the ancient world through literature, film and museum displays.				
What types of tasks will be set?				
• Interpretation and analysis of written, oral and archaeological sources • Structured essay writing • Short answer tasks • Research tasks.				
What will I need to be good at to succeed in this subject?				
• Ability to conduct independent research • Be able to communicate historical information and interpretations in oral and written forms with a sustained and sophisticated judgement • Possess critical thinking and analytical skills • Be able to identify different perspectives and interpretations of the past				
COURSE DETAILS				
PRELIMINARY		HSC		
Course Topics:		Course Topics:		
Part I: Investigating Ancient History (a) The Nature of Ancient History (b) Case Studies Students undertake: • at least ONE option from ‘The Nature of Ancient History’, AND • at least TWO case studies. ONE case study must be from Egypt, Greece, Rome or Celtic Europe. ONE case study must be from the Near East, Asia, the Americas or Australia. Part II: Features of Ancient Societies(40hours) Students study at least TWO ancient societies through an investigation of: • a different key feature for each society, OR • one key feature across the societies selected. Part III: Historical Investigation major research project (HIP)(20Hours)		The HSC course requires study from at least two of the following areas: Egypt, the Near East, China, Greece or Rome. Part I: Core: Cities of Vesuvius Pompeii and Herculaneum Part II: Ancient Societies Part III: Personalities in Their Times Part IV: Historical Periods Year 12 The course requires study from at least two of the following areas: • Egypt, Near East, China, Greece, or Rome		
School Assessment:		School Assessment sample:		
Source based analysis and historical interpretation		30%	Source-based Evaluation	20%
Historical Investigation and presentation		30%	Historical Analysis	25%
Examination		40%	Research and Oral Presentation	25%
			Trial HSC Examination	30%
External HSC Assessment:				
A three hour written examination consisting of four sections: Section I: Core: Cities of Vesuvius – Source-based short response questions (25 marks) Section II: Ancient Societies – One question in three or four parts (25 marks) Section III: Personalities and their Times – One question in two or three parts (25 marks) Section IV: Historical Periods – Extended response (25 marks)				

Biology				
UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11030;15030	Nil

CONTACT TEACHER(S):	Mrs. R. Khalil (SCIENCE)
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COURSE INFORMATION

What types of things will we do in lessons?
- Planning and conducting laboratory investigations using a range of technologies. - Group activities, constructing and using models, and problem-solving exercises. - Gathering and processing information using textbooks, the library, the Internet and DVD resources - Extracting and reorganising information and data in the form of flow charts, tables, graphs, diagrams, keys. - Year 11 investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. - The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals
What types of tasks will be set?
Interpretation and analysis of written, oral and pictorial information (including graphs), construction and evaluation of models, research tasks, planning and conducting practical work, writing experimental records and fieldwork reports.
What will I need to be good at to succeed in this subject?
- Independent research and processing, organising and analysing scientific information. - Communicating scientific information in both oral and written forms - Learning and recalling Biology facts - Using the scientific method in conducting an investigation and working collaboratively with others - Problem solving including the ability to apply simple mathematical concepts

COURSE DETAILS

PRELIMINARY	HSC
Special requirements	Special requirements
NIL	NIL
Course Topics	Course Topics:
Module 1: Cells as the Basis of life Module 2 Organisation of Living Things Module 3 Biological Diversity Module 4: Ecosystem Dynamics	Module 5 :Heredity Module 6: Genetic Change Module 7: infectious Disease Module 8: Non-Infectious Disease
School Assessment:	School Assessment:
First-Hand Investigation* (Depth Study) 30%	Modelling & Research task. 20%
Practical class task processing information 30%	Data Analysis 20%
Examination 40%	First-Hand Investigation* (Depth study) 30%
	Trial HSC Examination 30%

External HSC Assessment:

A three-hour written examination consisting of two sections: Section I – Objective response questions (20 marks) Section II – Short response and extended response questions (80 marks)
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Business Studies				
UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11040;15040	NIL

CONTACT TEACHER(S):	Ms.K.Padovan (HSIE)
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COURSE INFORMATION
What types of things will we do in lessons?
An exploration of the contemporary business world, which includes class debates, discussions drawing upon various perspectives, class simulations, collaborative-based research tasks, extended response and business report writing through teacher guided deconstruction and co-construction, oral presentations. It offers learning from the planning of a small business to the management of operations, marketing, finance, and human resource in large businesses. 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.
What types of tasks will be set?
- Article annotations of contemporary business issues - Research-based extended responses on contemporary business case studies - Producing a Shark Tank presentation and Business Plan for a hypothetical business of student choice - Interpretation of stimulus material and financial data to prepare well-structured business reports - Formal examinations and topic tests
What will I need to be good at to succeed in this subject?
- Apply business theory to draw out implications of actual and hypothetical business situations. - Produce clear and logically explained written responses under timed conditions. - Ability to critically analyse business information and issues from a variety of perspectives. - Apply mathematical concepts appropriate to business situations.

COURSE DETAILS			
PRELIMINARY		HSC	
Course Topics:		Course Topics:	
Nature of Business Business Management Business Planning		Operations Marketing Finance Human Resources	
Special Requirements:		Special Requirements:	
NIL		NIL	
School Assessment:		School Assessment:	
Business Report in class task	30%	Extended response	20%
Business Plan- Report format	30%	Business Report	25%
Business Management multiple choice/short answer task.	40%	Multiple choice/Short answer	25%
		Trial HSC Examination	30%

External HSC Assessment:
A three hour written examination consisting of four sections: Section I – Multiple Choice (20 marks) Section II – Short Answer Responses (40 marks) Section III – Business Report (20 marks) Section IV – Extended Response (20 marks)

Chemistry

UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11050;15050	Nil

CONTACT TEACHER(S): Mrs. R. Khalil (SCIENCE)

COURSE INFORMATION

What types of things will we do in lessons?

- Planning and conducting laboratory investigations using a range of technologies.
- Group activities and constructing and evaluating models.
- Writing chemical formulae and chemical equations and solving problems using simple mathematical formulae
- Gathering and processing information using textbooks, the library, the Internet and DVD resources
- Extracting and reorganising information and data in the form of flow charts, tables, graphs, diagrams.

What types of tasks will be set?

Writing chemical formulae and equations, Interpretation and analysis of written, oral and pictorial information (including graphs), construction and evaluation of models, research tasks, planning and conducting experiments and writing experimental reports, chemical calculations involving formulae.

What will I need to be good at to succeed in this subject?

- Independent research and processing, organising and analysing scientific information
- Communicating scientific information in both oral and written forms
- Learning and recalling Chemistry facts
- Using the scientific method in conducting an investigation and working collaboratively with others
- Applying mathematical formulae to solve problems

COURSE DETAILS

PRELIMINARY	HSC
Course Topics:	Course Topics:
Module 1: Properties and Structure of Matter	Module 5: Equilibrium and Acid
Module 2: Introduction to Quantitative Chemistry	Module 6: Reactions Acid/Base Reactions
Module 3: Reactive Chemistry	Module 7: Organic Chemistry
Module 4: Drivers of Reactions	Module 8: Applying Chemical Ideas
Special Requirements:	Special Requirements:
NIL	NIL
School Assessment:	School Assessment:
First-Hand Investigation* (Depth Study) 40%	Practical Examination 20%
Practical Examination 30%	Research Task 20%
Preliminary Examination 30%	First-Hand Investigation* (Depth Study) 35%
	Trial HSC Examination 25%

External HSC Assessment:

A **three hour written examination** consisting of two sections:

Section I – Objective response questions (20 marks)

Section II – Short response and extended response questions (80 marks)

Chinese Beginners				
UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11530;15540	Chinese and Literature, Chinese continuers, Chinese in Context

CONTACT TEACHER(S):	Ms. S. Cai (LOTE) Mr.T.Miles (CAPA)
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COURSE INFORMATION
Prerequisites and Course Description
Students who wish to begin their study of Chinese at senior secondary level and do not have prior knowledge or experience of the Chinese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5. Strict eligibility rules apply to the study of this subject. In the Year 11 and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Chinese. Topics studied through two interdependent perspectives, the personal world and the Chinese speaking communities, provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture. Students' skills in, and knowledge of Chinese 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 Chinese-speaking communities through the study of a range of texts.
What types of tasks will be set?
• Listening Tasks – you will listen to items and answer in English and Chinese • Reading Tasks – you will read a variety of texts and reply in English and Chinese • Writing Tasks – you will be given a topic or a stimulus text in Chinese and English • Speaking Tasks – having a conversation on the topics learnt in class in English and Chinese
What will I need to be good at to succeed in this subject?
• A genuine interest in the Chinese language and culture • Motivation and effort to learn and apply new language and cultural knowledge • Good communication skills

COURSE DETAILS	
PRELIMINARY	HSC
Course Topics:	Course Topics:
The Personal World The Chinese-speaking Communities • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations	The Personal World The Chinese-speaking Communities • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations
School Assessment Sample:	School Assessment Sample:
<i>Syllabus Component Weightings:</i> Listening 30% Reading 30% Speaking 20% Writing 20%	<i>Syllabus Component Weightings:</i> Listening 30% Reading 30% Speaking 20% Writing 20%
External HSC Assessment:	
The examination will consist of a written paper worth 80 marks and an oral examination worth 20 marks. Section 1- Listening (30 marks) Section 2- Reading (30 marks) Section 3- Writing in Chinese (20 marks) Written examination paper – 2 hours and 30 minutes, Oral Examination – approximately 5 minutes	

Chinese Continuers				
UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
2	YES	BDC	11540	Chinese and Literature, Chinese Beginners, Chinese in Context

CONTACT TEACHER(S):	Ms. S. Cai (LOTE) Mr.T.Miles (CAPA)
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COURSE INFORMATION
Course Description
- To read, view and listen to a wide range of texts in Chinese which includes authentic online and printed texts. - To produce Chinese texts in specific text types about topics. - To communicate information and present ideas in Chinese.
What types of tasks will be set?
- Oral presentation in Chinese - Written examinations - Reading and Listening tasks - Writing tasks in Chinese characters - Multimodal presentation tasks for a specific topic
What will I need to be good at to succeed in this subject?
- Have developed sound basic skills from previous study of Chinese - Able to develop a consistent revision pattern to consolidate the skills required by Chinese - Develop a passion for the Chinese culture and be motivated to use Chinese to communicate

COURSE DETAILS	
PRELIMINARY	HSC
Course Topics:	Course Topics:
There are three prescribed themes which consist of 9 topics: - the individual - the Chinese-speaking communities - the changing world.	Students continue to study the topics under the three prescribed themes
School Assessment Sample:	School Assessment Sample:
<i>Syllabus Component Weightings:</i> Listening 30% Reading 30% Speaking 20% Writing 20%	<i>Syllabus Component Weightings:</i> Listening 30% Reading 30% Speaking 20% Writing 20%
External HSC Assessment:	
The examination will consist of a 3 hour written paper worth 80 marks and an oral examination worth 20 marks. Section 1- Listening (25 marks) Section 2- Reading (40 marks) Section 3- Writing in Chinese (15 marks)	

Chinese & Literature				
UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
2	YES	BDC	Preliminary 11555	Chinese Beginners, Chinese Continuers, Chinese in Context

CONTACT TEACHER(S):	Mrs S. Cai (LOTE) Mr.T.Miles (CAPA)
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COURSE INFORMATION	
What types of things will we do in lessons?	
• Theme related discussions through various resources • Role playing	• Critical analysis of theme related texts, audio and video files, and films etc. • Oral presentations • Research reports • In-depth study of prescribed texts (in the HSC course)
What types of tasks will be set?	
• Oral presentation in Chinese • Written examinations	• Written research reports • Multimodal research tasks for a specific topic
What will I need to be good at to succeed in this subject?	
• Analytical skills to analyse Chinese texts and resources critically for a specific topic in Chinese • Research skills • Teamwork skills for group discussions and research • Communication skills for class discussion and oral presentation.	

COURSE DETAILS			
PRELIMINARY		HSC	
Course Topics:		Course Topics:	
There are 4 main themes which cover 10 topics: 1. The Individual and the Community 2. Youth Culture 3. Cultural Identity 4. Global Issues		HSC To further explore the 4 main themes through the close study of designated 6 prescribed texts which include a song, 2 films and selected content from 3 novels.	
Special Requirements:		Special Requirements:	
Nil		Nil	
School Assessment:		School Assessment:	
Listening	20%	Listening	20%
Reading	40%	Reading	40%
Speaking	10%	Speaking	10%
Writing	30%	Writing	30%

External HSC Assessment:	
Written Examination: 3 hours	
Components:	
Listening	20%
Reading	55%
Writing	25%
(There is no external speaking examination for this course.	
All speaking assessments are completed through the school examinations)	

Community and Family Studies

UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
2	YES	BDC	HSC 15060	Nil

CONTACT TEACHER(S): Ms.A.Baker (PDHPE)

COURSE INFORMATION

What types of things will we do in lessons?

Community and Family Studies develops students' understanding about society and living in a contemporary society that is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Students spend time investigating the unique contributions of individuals, groups, families and communities in the development of effective social structures.

It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities they have in contributing to society.

The dynamic nature of this area of study places particular importance on the skills of inquiry and investigation. Research is an integral component of this subject. Students are required to develop and utilise research skills in planning, collecting, recording, interpreting, analysing and presenting as they employ various research methodologies to complete an Independent Research Project (IRP).

What types of tasks will be set?

- Research tasks
- Written examinations
- Case studies
- Analysing graphs and data
- Using ICT to construct a multimedia presentation

What skills will I need to succeed in this subject?

- Good communication skills
- Literacy skills
- Research skills
- Collaboration skills to work in groups
- Organisation skills

COURSE DETAILS

PRELIMINARY	HSC
Course Topics:	Course Topics:
Resource Management Individuals and Groups Families and Communities	HSC Core Topics: Research Methodology Groups in Context Parenting and Caring HSC Option Module (select one of the following options): Family and Societal Interactions Social Impact of Technology Individuals and Work
School Assessment:	School Assessment:
Case Study Analysis Task 30%	Research Project 20%
Observation Research Task 30%	Information Booklet 25%
Examination 40%	In Class Task 25%
	Trial HSC Examination 30%
External HSC Assessment:	
A three hour written examination consisting of two sections: Section I: Core -Part A – Multiple choice response questions (20 marks) Part B – Short response and extended response questions (55 marks) Section II: extended response questions (25 marks)	

Design and Technology				
UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
2	YES	BDC	15080	Nil
CONTACT TEACHER(S):		Mr. L. Viegas (TAS)		
COURSE INFORMATION				
What types of things will we do in lessons?				
In Design and Technology, you'll work on creative projects that solve real-world problems. You'll learn how to generate and develop ideas, sketch designs, conduct research, and use tools like CAD (computer-aided design) software. Lessons will involve hands-on practical work, group discussions, project planning, and case study research into innovation, sustainability, and emerging technologies.				
What types of tasks will be set?				
In the Year 11 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 Year 11 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 Year 11 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.				
What will I need to be good at to succeed in this subject?				
To do well in Design and Technology, you should enjoy solving problems, thinking creatively, and working on long-term projects. Good organisation, time management, and written communication skills are essential — especially for the folio work. Being confident in hands-on making, sketching, and using digital tools (like CAD) will also help. Most importantly, you need to be open to feedback and willing to improve your ideas through testing and in-depth written evaluation.				

COURSE DETAILS	
PRELIMINARY	HSC
Course Topics:	Course Topics:
Design Theory and Practice – Learn about the design process and factors that influence good design, including function, aesthetics, and sustainability. Practical Design Projects – Complete hands-on design projects that involve research, sketching, modelling, testing and evaluating your ideas. Technology in Industry – Study how technology is used in industry and explore case studies on innovation, production methods, and emerging technologies.	Major Design Project (MDP) – Develop and produce a major design project based on a real-world need, including a detailed folio and final product or prototype. Innovation and Emerging Technologies – Explore innovation, emerging technologies, and the impact of design on society, the environment, and the economy. Commercial and Industrial Design – Analyse case studies of successful design and production processes used in industrial and commercial settings.
School Assessment:	School Assessment:
1. Preliminary Project 1 (<i>Portfolio and practical</i>) – 30% 2. Preliminary Project 2 (<i>Portfolio and Practical</i>) – 30% 3. Preliminary Examination (Exam) – 40%	1. Project Proposal (<i>Portfolio</i>) – 20% 2. Case Study (Report) - 20% 3. Project MDP (<i>Portfolio and Practical</i>) - 40% 4. Task 4: Trial HSC Examination – 20%
External HSC Assessment:	
60% – Major Design Project (MDP) - Submitted in Term 3 of Year 12 - Assessed by NESA markers - Includes both the final product/prototype and the supporting folio - Marked on: project proposal, research, project development, evaluation, and final presentation 40% – Written HSC Exam (1 hour 30 minutes plus 5 minutes reading time) - Section I: Multiple choice and short answers on design theory and innovation - Section II: Extended responses on case studies, design processes, emerging technologies, and ethical considerations - Section III: One structured extended response question.	

Drama										
UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS						
2	YES	BDC	15090	Nil						
CONTACT TEACHER(S):		Mr T. Miles (CAPA)								
COURSE INFORMATION										
What types of things will we do in lessons?										
• Compose and respond to a variety of drama texts, forms and performances • Read and view a range of play scripts from across the history of Drama • Use improvisation, play building and approaches to acting to compose dramatic performances • Explore a variety of different Drama forms • Explore the means of technical production of a Drama performance										
What types of tasks will be set?										
• Short improvisations based on given stimuli • Performances of scripts drawn from Units of study • Oral presentations as part of both formal and informal assessment • Design and logbook keeping for theatrical performance										
What will I need to be good at to succeed in this subject?										
You should have an interest in Drama, and an interest in performing on stage. As the HSC course requires that students present a Group Performance, a piece of 8-12 minutes that is solely devised by the group, so it is important that students are prepared to perform on stage and work co-operatively with others. However, for those students who are weaker in performance, but interested in other areas of theatre and drama, there are many other options for them to specialise in, in addition to performance. Students also need to keep a logbook (process diary) and create a portfolio of work over the year. Students should therefore have: • A creative mind, with an ability to think outside the square • An ability to work co-operatively and positively with others • An ability to work in a self-directed way on a project proposal or performance • An ability to bring projects to completion • An understanding that rehearsal outside the classroom is a requirement										
COURSE DETAILS										
PRELIMINARY		HSC								
Course Topics:		Course Topics:								
Acting: Improvisation, Scripted Production & Playbuilding Background in Theatre History: Ancient Greek Theatre, Mediaeval and Elizabethan Theatre, Naturalism & 20 th Century Theatre Forms Technical Production: Lighting, Sound, & Set Design		Studies in Drama and Theatre (2 plays studied) Australian Drama and Theatre (2 plays studied) Group Performance Individual Project								
Special Requirements:		Special Requirements:								
Logbook/Process Diary Production Design Portfolio which may include plays for EACH of the four periods studied Assessed Acting Performances		BOTH GP & IP are mandatory BOTH Group Performance & Individual Project require the keeping of a Logbook/Process Diary Background research for two Drama topic areas and 4 plays involving rehearsals outside of class								
School Assessment:		School Assessment:								
Three assessment tasks that will include the following: • Improvisation • Scripted Production/Elements of Production • Playbuilding • Logbooks & Portfolio		<table><tr><td>Group Performance & Individual Performance</td><td>40%</td></tr><tr><td>Studies in Drama and Theatre</td><td>30%</td></tr><tr><td>Australian Drama and Theatre</td><td>30%</td></tr></table>			Group Performance & Individual Performance	40%	Studies in Drama and Theatre	30%	Australian Drama and Theatre	30%
Group Performance & Individual Performance	40%									
Studies in Drama and Theatre	30%									
Australian Drama and Theatre	30%									
External HSC Assessment:										
A one and a half hour written examination consisting of two sections: Section I – Core: Australian Drama and Theatre (20 marks) Section II – Studies in Drama and Theatre (20 marks) Group Performance – to be assessed at school by NESA markers (30 marks) Individual Project – Performance projects will be assessed at school by NESA markers (30 marks)										

Earth and Environmental Science

UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11100;15100	Nil

CONTACT TEACHER(S): Mrs. R. Khalil (SCIENCE)

COURSE INFORMATION

What types of things will we do in lessons?

- Planning and conducting laboratory investigations using a range of technologies.
- Group activities, constructing and using models.
- Gathering and processing information using textbooks, the library and online resources.
- Extracting and reorganising information and data in the form of flow charts, tables, graphs and diagrams.
- The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.
- The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere, and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

What types of tasks will be set?

Interpretation and analysis of written, oral and pictorial information (including graphs), construction and evaluation of models, research tasks, planning and conducting practical work, writing experimental records and fieldwork reports.

What will I need to be good at to succeed in this subject?

- Independent research and processing, organising and analysing scientific information.
- Communicating scientific information in both oral and written forms.
- Learning and recalling Earth and Environmental Science facts.
- Using the scientific method in conducting an investigation and working collaboratively with others.

COURSE DETAILS

PRELIMINARY		HSC	
Course Topics:		Course Topics:	
Module 1: Earth's Resources		Module 5: Earth's Processes	
Module 2: Plate Tectonics		Module 6: Hazards	
Module 3: Energy Transformations		Module 7: Climate Science	
Module 4: Human Impacts		Module 8: Resource Management	
School Assessment:		School Assessment:	
Field Work & Skills Test	30%	Practical Examination	20%
Depth Study	35%	Research Task	20%
Preliminary Examination	35%	First-Hand Investigation (Depth Study)	30%
		Trial HSC Examination	30%
External HSC Assessment:			
A three-hour written examination consisting of two sections:			
• Section I – Objective response questions (20 marks) • Section II – Short response and extended response questions (80 marks)			

Economics				
UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11110;15110	Nil

CONTACT TEACHER(S):	Ms K.Padovan (HSIE)
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COURSE INFORMATION
What types of things will we do in lessons?
Students will undertake high impact learning through an exploration of economic issues and policy responses in the domestic and global economies, which includes, economic simulations, discussions drawing upon various perspectives of economic problems, collaborative-based research tasks, extended response writing. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Student will engage with the Playconomics game run with UNSW and the ASX game.
What types of tasks will be set?
• Presentations related to problems and issues in a contemporary Australian economic context. • Research-based extended responses on contemporary economic issues and policy responses • Interpretation of economic information to prepare well-structured extended responses. • Formal examinations and topic tests
What will I need to be good at to succeed in this subject?
• Apply economic theory to produce comprehensive economic arguments. • Produce clear and logically explained written responses under timed conditions. • Ability to critically analyse economic information from a variety of perspectives. • Apply mathematical concepts to hypothetical economic data. • Research and communicate relevant trends in the contemporary Australian economy

COURSE DETAILS			
PRELIMINARY		HSC	
Course Topics:		Course Topics:	
Introduction to Economics Markets Labour Markets Government in the Economy Financial Markets Consumers and Business		The Global Economy Australia's Place in the Global Economy Economic Issues Economic Policies and Management	
School Assessment:		School Assessment Sample:	
Case study Indonesia report	25%	Case study: China	20%
Stimulus based writing task- Labour markets.	35%	Topic test: trade and Finance	25%
Preliminary Examination	40%	Writing task Economic issues	25%
		Trial HSC Examination	30%

External HSC Assessment:
A three-hour written examination consisting of four sections:
Section I – Multiple Choice (20 marks)
Section II – Short response questions (40 marks)
Section III – Stimulus-based Extended Response (20 marks)
Section IV – Extended response (20 marks)

Engineering Studies				
UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
2	YES	BDC	15120	Nil
CONTACT TEACHER(S):		Mr. L. Viegas (TAS)		
COURSE INFORMATION				
What types of things will we do in lessons?				
In this subject, you will explore how engineers solve real-world problems by studying major projects and current technologies. You'll learn about different branches of engineering like civil, mechanical, aeronautical and biomedical. Lessons focus on the science, maths and design thinking behind structures, machines and systems. You'll analyse case studies, complete calculations, and learn how engineers design solutions that are safe, efficient, and sustainable.				
What types of tasks will be set?				
You will complete tasks such as research reports, problem-solving activities, and engineering calculations using formulas. There will also be case studies of real engineering projects, exam-style questions, and written responses. These tasks help you build skills in analysis, evaluation, and application of engineering principles to real-world scenarios.				
What will I need to be good at to succeed in this subject?				
To do well, you should have an interest in how things work and be curious about technology and innovation. Strong maths and science skills are important, particularly in physics. You should be comfortable working independently, thinking critically, and explaining your ideas clearly in writing. Good time management and attention to detail will help you succeed with the theory-based and research components of the course.				
COURSE DETAILS				
PRELIMINARY		HSC		
Course Topics:		Course Topics:		
Engineering Fundamentals (Includes history of engineering, scope of the profession, and the link between science, maths, and engineering.)		Civil Structures (Bridge design, structural loads, stress and strain, and safety in construction.)		
Engineered Products (Focus on materials, simple machines, and mechanical, electrical and fluid systems.)		Personal and Public Shelter (Engineering principles in housing and shelter systems, especially portable or disaster-response shelters.)		
Braking Systems (Study of automotive braking systems, force, friction, and energy transfer.)		Aeronautical Engineering (Flight principles, aerodynamics, propulsion systems, and aircraft structures.)		
Biomedical Engineering (Engineering applications in health, prosthetics, and assistive technologies.)		Telecommunications Engineering (Communication systems, data transmission, radio waves, and satellite tech.)		
Personal and Public Transport (Design and function of transport systems like trains, buses, and cars.)		Engineering Report (A major written research report where students explore an engineering innovation or issue in depth.)		
School Assessment:		School Assessment:		
1. Engineering Fundamentals (In-class written assessment) – 30%		1. Engineering Report: Civil (Research Task) – 25%		
2. Biomedical engineering report (Engineering report) – 30%		2. Presentation: Aeronautical (Oral/Visual Presentation) – 20%		
3. Preliminary Examination (Formal written examination) – 40%		3. Engineering Report: Aeronautical (Research Task) – 25%		
		4. Trial HSC Examination (Written Examination) – 30%		
External HSC Assessment:				
HSC Engineering Studies Exam Overview				
- Duration: 3 hours, plus 5 minutes of reading time - Format: Written examination only (no practical or project components) - Section I – Multiple Choice (20 marks) - Section II – Short response questions (80 marks)				

English EAL/D				
UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11165;15155	Eligibility requirements speak to Head Teacher. English Advanced; English Standard: English Studies
CONTACT TEACHER(S):			Ms. A. Gray	
COURSE INFORMATION				
What types of things will we do in lessons?				
This course provides approved students the opportunity to develop and consolidate their use, understanding and appreciation of Standard Australian English. Students engage in rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.				
What types of tasks will be set?				
- Short responses to seen and unseen texts - Extended responses to texts studied in class; these could include essays, narratives, reports, speeches, etc. - Timed writing tasks				
Special Requirements				
The English EAL/D course may be studied by any student who has been educated overseas or in an Australian educational institution with English as the language instruction for 5 years or less prior to commencing in the Year 11 course.				
COURSE DETAILS				
PRELIMINARY			HSC	
Course Topics:			Course Topics:	
Focus Areas: Reading to write: Transition to English EAL/D Texts and Society Close Study of text			Focus Areas: Texts and Human Experiences Language, Identity and Culture Close Study of text Writing	
Text requirements:			Text requirements:	
Prose fiction; poetry; drama, film, media or non-fiction. Across Stage 6 the selection of texts must give students experience of: - texts that are widely regarded as quality literature - a range of Australian texts - a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples - a range of types of texts, inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts - texts with a range of social, cultural and gender perspectives - integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.			Prose fiction; poetry; drama, film, media or non-fiction. Across Stage 6 the selection of texts must give students experience of: - texts that are widely regarded as quality literature - a range of Australian texts - a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples - a range of types of texts, inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts - texts with a range of social, cultural and gender perspectives - integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.	
School Assessment Sample:			School Assessment Sample:	
Syllabus Component Weightings: Knowledge and understanding of course content 50% Skills in responding to texts and communication of ideas appropriate to purpose, audience and context across all modes. 50%			Syllabus Component Weightings: Knowledge and understanding of course content 50% Skills in responding to texts and communication of ideas appropriate to purpose, audience and context across all modes. 50%	
External HSC Assessment:				
The examination will consist of 2 written papers worth 100 marks in total. Paper 1: Texts and human experiences Time allowed: 1 hour and 30 minutes plus 10 minutes reading time. The paper will consist of 2 sections. - Section I (20 marks) - This section will contain 4 to 6 short-answer questions. - Section II (20 marks) - There will be one question that will require an extended response based on the student’s prescribed text. Paper 2: Language, identity and culture, Close study of text, and Writing Time allowed: 2 hours plus 5 minutes reading time. The paper will consist of 3 sections. - Section I: Language, identity and culture (20 marks) - There will be one question that will require an extended response based on the student’s prescribed text. - Section II: Close study of text (20 marks) - There will be one question that will require an extended response based on the student’s prescribed text. - Section III: Writing (20 marks) - There will be one question which will require an imaginative, discursive or persuasive response.				

English Advanced- Head Teacher recommendation

UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11140,15140	English Standard, English Studies, English EALD.

CONTACT TEACHER(S): Ms. A. Gray (ENGLISH)

COURSE INFORMATION

What types of things will we do in lessons?

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

What types of tasks will be set?

- Short responses to both seen and unseen texts
- Extended creative compositions and literary responses. These may include essays, narratives, interview transcripts.

What will I need to be good at to succeed in this subject?

- High level of competence in reading and viewing texts of varying levels of complexity.
- Ability to work independently and as part of a group to increase understanding of written, spoken & visual texts.
- The ability to compose increasingly complex texts in a variety of forms and for different audiences and purposes.
- Commitment to achieving your personal best in a demanding course.

COURSE DETAILS

PRELIMINARY	HSC
Course Topics:	Course Topics:
Reading to write: Transition to English Advanced Narratives that shape our world Critical study of literature	Texts and human experiences Textual conversations Critical study of literature The craft of writing
Text requirements	Text requirements
Prose fiction; poetry; drama, film, media or non-fiction. Across Stage 6, the selection of texts must give students experience of: • texts that are widely regarded as quality literature • a range of Australian texts • a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts with a range of social, cultural and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.	Prose fiction; poetry; drama, film, media or non-fiction. Across Stage 6, the selection of texts must give students experience of: • texts that are widely regarded as quality literature • a range of Australian texts • a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts • texts with a range of social, cultural and gender perspectives • integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.
School Assessment:	School Assessment:
<i>Syllabus Component Weightings:</i> Knowledge and understanding of course content 50% Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%	<i>Syllabus Component Weightings:</i> Knowledge and understanding of course content 50% Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%

External HSC Assessment:

The examination will consist of 2 written papers worth 100 marks in total. *At least 3 items will be common to English Standard.*

Paper 1: Texts and human experiences

Time allowed: 1 hour and 30 minutes plus 10 minutes reading time. The paper will consist of 2 sections.

Section I (20 marks) - 5 or 6 short-answer questions based on stimulus and/or unseen texts related to Texts and human experiences.

Section II (20 marks) - There will be one question that will require an extended response based on the student's prescribed text.

Paper 2: Textual conversations, Critical study of literature, and The craft of writing

Time allowed: 2 hours plus 5 minutes reading time. The paper will consist of 3 sections.

Section I: Textual conversations (20 marks) - There will be one question that will require an extended response based on the student's prescribed text.

Section II: Critical study of literature (20 marks) - There will be one question that will require an extended response based on the student's prescribed text.

Section III: The craft of writing (20 marks) - There will be one question that may be in 2 parts. The question will require an imaginative, discursive, persuasive and/or reflective response.

English Extension 1- Head Teacher recommendation				
UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
1	YES	BDC	11150;15160;	English Standard, English Studies, EALD
CONTACT TEACHER(S):			Ms. A.Gray (ENGLISH)	
COURSE INFORMATION				
What types of things will we do in lessons?				
This course provides students with the opportunity to extend their use of language and self-expression in creative and critical ways. Students engage with increasingly complex concepts through a broad range of literature from different contexts. Through this, they refine their understanding and appreciation of the significance of texts, and the way that literature shapes and reflects the world.				
What types of tasks will be set?				
- Extended creative compositions and literary responses. These may include essays, narratives, reflection statements - Oral presentations				
What will I need to be good at to succeed in this subject?				
- High level of competence in reading and viewing texts of varying levels of complexity - Ability to work independently to increase understanding of written, spoken and visual texts - The ability to work independently as part of both internal and external assessment. - Commitment to achieving your personal best in a demanding course				
COURSE DETAILS				
PRELIMINARY		HSC		
Course Topics:		Course Topics:		
Texts, Culture and Value Related Research Project PREREQUISITE: English Advanced		Literary Worlds (Including one elective option: confessional worlds, historical worlds, hybrid worlds, natural worlds, Shakespearean worlds) PREREQUISITE: English Advanced		
Text Requirements:		Text Requirements:		
Teachers prescribe ONE text from the past and its manifestations in one or more recent contexts. Students select ONE text and its manifestations in one or more recent contexts. They research a range of texts as part of their related research project.		Students are required to study THREE prescribed texts in ONE elective. At least TWO of these texts are required to be extended print texts, which may include poetry. Students are also required to study ONE related text for the elective.		
School Assessment:		School Assessment:		
Syllabus Component Weightings: Knowledge and understanding of complex texts and of how and why they are valued 50% Skills in complex analysis, sustained composition and independent investigation 50%		Syllabus Component Weightings: Knowledge and understanding of complex texts and of how and why they are valued 50% Skills in complex analysis, sustained composition and independent investigation 50%		
External HSC Assessment:				
Online examination - This examination will be undertaken by students using a computer and will be worth 50 marks. Time allowed: 2 hours plus 10 minutes reading time.				
The paper will consist of 2 questions.				
Question 1 – Literary worlds (25 marks) - The question will require a response to stimulus and/or unseen material. The question may contain two parts or it may require a sustained response. The question will require a critical or creative response, or both.				
Question 2 – Electives (25 marks) - Students will be required to answer one question based on their elective and will require a sustained critical response based on the student’s prescribed texts and related text.				

English Extension 2- Year 12 pending discussion with Head Teacher				
UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
2	YES	BDC	15170	English Standard, English Studies, EALD

CONTACT TEACHER(S):	Ms. A.Gray (ENGLISH)
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COURSE INFORMATION					
What types of things will we do in lessons?					
This course extends students' conceptual understanding of the ways literature is read and written through their consideration of authorship and their authorial role. Students develop their understanding of the composition process to create a substantial and original Major work.					
What types of tasks will be set?					
- Extensive research tasks - Creative writing exercises with reflections - Composing a comprehensive major work journal - Editing and applying feedback					
What will I need to be good at to succeed in this subject?					
- High level of competence in reading and viewing texts of varying levels of complexity - Ability to work independently and as part of a group to increase understanding of written, spoken and visual texts - The ability to work independently as part of both internal and external assessment. - Commitment to achieving your personal best in a demanding course					
COURSE DETAILS					
PRELIMINARY N/A	HSC				
Course Topics:	Course Topics:				
N/A	In the English Extension 2 (Year 12 only) students: - Author and authority - Major Work Author Study Areas of critical enquiry - For ONE of the following authors, students examine the way that significant thinkers, theories, or movements have shaped ideas: Henry James, Haruki Murakami, Alexis Wright. PREREQUISITE - English EXTENSION 1				
School Assessment:	School Assessment:				
N/A	Syllabus Component Weightings: <table> <tr> <td>Knowledge and understanding of significant literary ideas and approaches</td> <td>50%</td> </tr> <tr> <td>Skills in extensive independent investigation, analysis, synthesis and sustained composition</td> <td>50%</td> </tr> </table>	Knowledge and understanding of significant literary ideas and approaches	50%	Skills in extensive independent investigation, analysis, synthesis and sustained composition	50%
Knowledge and understanding of significant literary ideas and approaches	50%				
Skills in extensive independent investigation, analysis, synthesis and sustained composition	50%				
External HSC Assessment:					
The HSC examination will consist of an online written exam worth 40 marks and a Major work worth 20 marks. The marks for the Major work will be converted to a mark out of 60, giving a total mark out of 100 for the examination Online examination - This examination will be undertaken by students using a computer. Time allowed: 1 hour 30 minutes plus 10 minutes reading time. The examination will consist of two questions with a maximum of three items total. Question 1 – Author and authority (20 marks) - The question will include stimulus and/or unseen material. The question may contain two parts or it may require a single extended response. The question will require a critical or creative response, or both. Question 2 – Author study (20 marks) - Students will respond to a question about their author study. The question may contain two parts or it may require a single extended response. The question will require a critical or creative response, or both.					

English Standard				
UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11130;15130	English Advanced, English Studies, EALD

CONTACT TEACHER(S):	Ms. A. Gray (ENGLISH)
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COURSE INFORMATION

What types of things will we do in lessons?

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

What types of tasks will be set?

- Short responses to both seen and unseen texts
- Extended creative compositions and literary responses, including such forms as essays, narratives, interview transcripts
- Oral presentations

What will I need to be good at to succeed in this subject?

- The ability to read and view texts of varying levels of complexity
- The ability to work independently and as part of a group
- Commitment to achieving your personal best in a challenging course

COURSE DETAILS

PRELIMINARY	HSC
Course Topics:	Course Topics:
Reading to write: Transition to English Standard Contemporary possibilities Close study of literature	Texts and Human experiences Language, Identity and Culture Close Study of Literature The Craft of Writing
Text Requirements:	Text Requirements:
Prose fiction; poetry; drama, film, media or non-fiction.	Prose fiction; poetry; drama, film, media or non-fiction
School Assessment:	School Assessment:
<i>Syllabus Component Weightings:</i> Knowledge and understanding of course content 50% Skills in responding to texts and communication 50% of ideas appropriate to audience, purpose and context across all modes	<i>Syllabus Component Weightings:</i> Knowledge and understanding of course content 50% Skills in responding to texts and communication 50% of ideas appropriate to audience, purpose and context across all modes

External HSC Assessment:

The examination will consist of 2 written papers worth 100 marks in total.

Paper 1: Texts and human experiences Time allowed: 1 hour and 30 minutes plus 10 minutes reading time. The paper has 2 sections.

Section I (20 marks) - 5 or 6 short-answer questions based on stimulus and/or unseen texts related to Texts and human experiences.

Section II (20 marks) - There will be one question that will require an extended response based on the student's prescribed text.

Paper 2: Language, identity and culture, Close study of literature, and The craft of writing

Time allowed: 2 hours plus 5 minutes reading time. The paper will consist of 3 sections.

Section I: Language, identity and culture (20 marks) - There will be one question that will require an extended response based on the student's prescribed text.

Section II: Close study of literature (20 marks) - There will be one question that will require an extended response based on the student's prescribed text.

Section III: The craft of writing (20 marks) - There will be one question the may be in 2 parts. The question will require an imaginative, discursive, persuasive and/or reflective response.

English Studies- BOTH ATAR and NON ATAR Pathway

UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES (exam) / NO	BDC	30105;15125;15126(exam)	English Standard, Advanced, Extension

CONTACT TEACHER(S):	Ms. A. Gray (ENGLISH)
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COURSE INFORMATION
What types of things will we do in lessons?
This course provides students the opportunity to explore the ideas, values, language forms, features and structures of texts from a range of contexts. Through responding to and composing texts, students strengthen their ability to access and comprehend information, assess its reliability and synthesise the knowledge gained from a range of sources for a variety of purposes.
What types of tasks will be set?
- Writing portfolios that may include imaginative, persuasive and analytical - Oral presentations
What will I need to be good at to succeed in this subject?
- The ability to read and view a variety of texts - The ability to work independently and as part of a group

COURSE DETAILS
This Board Developed Course helps students refine their skills and knowledge in English and consolidate their literacy skills, for a transition to employment or vocational training after school. English Studies serves as an alternative to the English Standard course. Students who wish to obtain an ATAR must take the optional HSC exam, as required by the UAC.
PRELIMINARY
Course Topics:
Reading to write: Transition to English Studies Elective focus areas: A selection from the following: Voices of Australia, Media and influence, On the road, Playing the game, Lyrical voices, Everyday heroes, Part of a family, Uncovering the truth, The big screen, Representing the past, Achieving through English – English in education, work and community
Text Requirements:
ONE substantial text drawn from each of the following categories: print text, which could be prose fiction, nonfiction, poetry or drama; multimodal text, which could be film or media.
School Assessment Sample:
<i>Syllabus component weightings</i> Knowledge and understanding of course content 50% Skills in: comprehending texts; communicating ideas; 50% using language accurately, appropriately and effectively.
HSC
Course Topics:
Narrative and human experiences Writing for purpose Elective focus areas: A selection from the following: Voices of Australia, Media and influence, On the road, Playing the game, Lyrical voices, Everyday heroes, Part of a family, Uncovering the truth, The big screen, Representing the past, Achieving through English – English in education, work and community
Text Requirements:
ONE substantial text drawn from each of the following categories: print text, which could be prose fiction, nonfiction, poetry or drama; multimodal text, which could be film or media
School Assessment Sample:
<i>Syllabus component weightings</i> Knowledge and understanding of course content 50% Skills in: comprehending texts; communicating ideas; 50% using language accurately, appropriately and effectively.
External HSC Assessment: How to achieve an ATAR in English Studies.
The examination will consist of one written paper worth 60 marks comprised of 3 sections. Time allowed: 2 hours plus 10 minutes reading time
Section I: Narrative and human experiences (15 marks) - 4 or 5 short answer items. Items will be based on stimulus and/or unseen texts related to Narrative and human experiences.
Section II: Narrative and human experiences (15 marks) - There will be one question that will require an extended response based on the prescribed text.
Section III: Writing for purpose (30 marks) There will be 2 or 3 item that will require an informative, analytical, imaginative or persuasive response

Food Technology				
UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
2	YES	BDC	15180	Nil

CONTACT TEACHER(S):	Mr. L.Viegas (TAS)
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COURSE INFORMATION
What types of things will we do in lessons?
In Food Technology, you will explore the role of food in our lives — from nutrition and health to the way food is produced, marketed and consumed. You'll learn about food trends, technological developments in food production, and Australia's food industry. Lessons include a mix of theory, research, class discussions, and practical experiments. You'll also analyse food issues such as food equity, sustainability, and food safety.
What types of tasks will be set?
You will complete a variety of tasks such as written reports, research projects, practical investigations, and oral presentations. Tasks may include conducting food experiments, evaluating food products, researching current issues in nutrition, and preparing assessment reports. You will also complete a trial HSC exam in preparation for the external written exam.
What skills will I need to succeed in this subject?
To do well in Food Technology, you should have an interest in health, food, and current social or environmental issues related to food. Strong literacy and research skills will help you communicate your ideas clearly in extended responses. You should also be able to work independently, manage time effectively, and apply critical thinking when analysing food issues.

COURSE DETAILS			
PRELIMINARY		HSC	
Course Topics:		Course Topics:	
Practical Task: Food Preparation and Safety Research Task: Influences on Food Availability and Selection Experimental Study: Properties of Food End-of-Course Exam		Research Task: Nutrition and Health Experimental Study: Food Product Development Presentation: Contemporary Nutrition Issues	
School Assessment Sample:		School Assessment:	
Practical Task + Written Reflection	25%	Written Report)	25%
Written Report	25%	Practical Investigation + Report	25%
Scientific Investigation + Report	20%	Oral/Visual Presentation	20%
Scientific Investigation + Report	20%	Trial HSC Examination	30%

External HSC Assessment:
A three hour written examination consisting of four sections: Section I – Objective response questions (20 marks) Section II – Short response questions (50 marks) Section III – One structured extended response question (15 marks) Section IV – One extended response question (15 marks)

Health and Movement Science

UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
2	YES	BDC	HSC 15320	Nil

CONTACT TEACHER(S): Ms.A.Baker (PDHPE)

COURSE INFORMATION

What types of things will we do in lessons?

In the Health and Movement Science course for Years 11 and 12, students explore a wide range of topics focused on health, wellbeing, and physical performance.

Students explore the meanings of health from different perspectives including social, cultural, and physiological factors. Students investigate the interplay of the determinants influencing health and the indicators used to measure and evaluate health status. 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 and are introduced to global health frameworks such as the United Nations Sustainable Development Goals framework that demonstrates the complexity and interconnectedness of strategies needed to improve the health of Australians.

Students also 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. Students consider how movement skills are acquired, developed and improved, by exploring the characteristics of learners, the acquisition of skill, practice methods, performance elements and feedback. They investigate the relationship between performance and psychological factors, including motivational strategies, and the impact communities of exercise can have on participation and performance.

What types of tasks will be set?

- | | |
|---|--|
| <ul style="list-style-type: none"> • Research tasks • Written examinations • Case studies • Biomechanical analysis • Group tasks | <ul style="list-style-type: none"> • Analysing graphs and data • Collaborative investigations • Individual depth Studies • Fitness testing • Oral presentations |
|---|--|

What skills will I need to succeed in this subject?

- | | |
|---|---|
| <ul style="list-style-type: none"> • Good communication skills • Literacy skills • Research skills • Collaboration skills | <ul style="list-style-type: none"> • Organisation skills • Problem-solving skills • Decision-making skills • Creative thinking skills |
|---|---|

COURSE DETAILS

PRELIMINARY	HSC
Course Topics:	Course Topics:
Health for individuals and communities The body and mind in motion Collaborative Investigation Depth studies (a minimum of 2)	Health in an Australian and global context Training for improved performance Depth studies (a minimum of 2)
School Assessment:	School Assessment:
In-class Task Collaborative Investigation Preliminary Examination	In-Class Task Research Task Responding to Scenarios Task HSC Trial Examination
External HSC Assessment:	
A three hour written examination consisting of three sections: Section I: Multiple choice questions (20 marks) Section II: Short response questions (56 marks) Section III: Extended response questions (24 marks)	

History Extension

UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS Prerequisite
2	YES	BDC	15280 Year 12	Year 11 Ancient History or Modern History is a prerequisite. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension. History Extension is an invite only course which is determined by the Head teacher in consultation with the classroom teacher.

CONTACT TEACHER(S):	Ms.K.Padovan (HSIE)
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COURSE INFORMATION

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.

What types of tasks will be set?

- Interpretation and analysis of written, oral and archaeological sources
- Structured essay writing
- Research tasks

What will I need to be good at to succeed in this subject?

- Knowledge and understanding about significant historiographical ideas and methodologies
- Ability to conduct independent research
- Communicate historical information and interpretations in oral and written forms with a sustained and sophisticated judgement
- Possess critical thinking and analytical skills
- Be able to identify different perspectives and interpretations of the past.

COURSE DETAILS

PRELIMINARY	HSC
	Course Topics:
Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.	Constructing History Key Questions History Project Students will undertake an individual investigative project, focusing on an area of changing historical interpretation. The course requires students to undertake: • One case study • The development of one History Project
School Assessment:	School Assessment Sample:
N/A- This course is only offered in Year 12. Students are selected for this course by invite only.	Knowledge and understanding of significant historiographical ideas and processes. 10% The History Project – Skills in designing, undertaking and communicating historical inquiry 40%

External HSC Assessment:

A **two hour written examination** consisting of two sections:
 Section I – One Extended Response – Issues of Historiography (25 marks)
 Section II – One Extended Response – Case Study (25 marks)

Legal Studies				
UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11220;15220	Nil

CONTACT TEACHER(S):	Ms K.Padovan (HSIE)
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COURSE INFORMATION
What types of things will we do in lessons?
A critical evaluation of the effectiveness of the domestic and international legal system in the achievement of justice, which includes class debates, discussions drawing upon various perspectives, extended response writing through teacher guided deconstruction and co-construction, compilation of media articles and case studies portfolio, mock-trials, oral presentations.
What types of tasks will be set?
- extended responses on the effectiveness of the law in achieving justice - short answer responses to reflect contemporary issues studied in the course - Research tasks - Formal examinations
What will I need to be good at to succeed in this subject?
- Critically analyse evidence to communicate an extensive understanding of justice - Produce clear and logically explained written responses under timed conditions - Examine legal evidence from a variety of perspectives - Communicate effectively in written and oral formats

COURSE DETAILS			
PRELIMINARY		HSC	
Course Topics:		Course Topics:	
The Legal System Individual and the Law The Law in Practice		Crime Human Rights Two options from: Consumers; Global environment and protection; Family Indigenous peoples; Shelter; Workplace; World order	
School Assessment:		School Assessment:	
Test of limited scope	30%	Test of limited Scope	25%
Research and Validation	30%	Short Answer Task	20%
Preliminary Examination	40%	Research Essay	25%
		Trial HSC Examination	30%

External HSC Assessment:
A three hour written examination consisting of three sections: Section I: Crime and Human Rights – Multiple Choice (20 marks) Section II: Crime and Human Rights - Part A Human Rights – Short responses (15 marks) - Part B Crime – Extended response (15 marks) Section III: Focus Studies – Two extended responses (50 marks)

Mathematics Advanced

UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
2	YES	BDC		Mathematics Standard

CONTACT TEACHER(S): Mr. A. Suyasa (MATHS)

COURSE INFORMATION

Prerequisites

Students will be invited into this course based on their performance in Year 10 (pathways) assessments. Students will be required to **demonstrate competence in topics, such as Algebra, Functions, Linear and Non-linear Relationships and Trigonometry**. The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and **achieved the outcomes** of all **advanced pathways** of the NSW Mathematics Years 7–10 syllabus.

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

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

COURSE DETAILS

PRELIMINARY	HSC
Course Topics:	Course Topics:
Working with Functions Trigonometry and Measure of Angles Trigonometric Identities and Equations Introduction to Differentiation Exponential and Logarithmic Functions Graphing Transformations Probability and Data	Further Graph Transformations and Modelling Sequences and Series Differential, Integral and Applications of Calculus Random Variables Financial Mathematics
Special Requirements:	Special Requirements:
Successful completion of Stage 5 advanced pathways mathematics.	Satisfactory completion of the Preliminary course.
School Assessment:	School Assessment:
<i>Syllabus Component Weightings:</i> Understanding, Fluency and Communicating 50% Problem Solving, Reasoning and Justification 50%	<i>Syllabus Component Weightings:</i> Understanding, Fluency and Communicating 50% Problem Solving, Reasoning and Justification 50%

External HSC Assessment:

A **three hour written examination plus 10 minutes reading**, worth 100 marks and consisting of two sections:
 Section I – Objective response questions (10 marks)
 Section II – Questions may contain parts. 37 to 42 items. At least two items will be worth 4 or 5 marks (90 marks)
 NESA-approved calculators may be used.
 A Reference Sheet will be provided.

Mathematics Extension 1				
UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
1	YES	BDC		Mathematics Standard 1&2

CONTACT TEACHER(S):	Mr. A. Suyasa (MATHS)
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COURSE INFORMATION
Prerequisites
Students will be invited into this course based upon their performance in the Mathematics Year 10 (advanced and extension pathways) course in Stage 5. To study the Mathematics Extension 1 course, it is recommended that students study Pathways topics such as Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry of the Mathematics Years 7-10 Syllabus. The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
Course Description
Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The study of Mathematics Extension 1 in Stage 6: - enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely - provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality - provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.
What will I need to be good at to succeed in this subject?
- Top of Stage 5 Advanced/Extension Mathematics - Strong capacity to work mathematically across the range of advanced/extension pathways mathematics.

COURSE DETAILS	
PRELIMINARY	HSC
Course Topics:	Course Topics:
Further work with functions Polynomials Further trigonometry Permutations and combinations Binomial theorem	Proof by Mathematical Induction Introduction to Vectors Inverse trigonometric Functions Further Calculus Skills Applications of Calculus The Binomial Distribution and Sampling Distributions of the mean
Special Requirements:	Special Requirements:
Successful completion of Advanced and Extension Pathways Mathematics in Year 10.	Satisfactory completion of the Preliminary Mathematics Advanced and Mathematics Extension 1 courses.
School Assessment:	School Assessment:
<i>Syllabus Component Weightings:</i> Understanding, Fluency and Communicating 50% Problem Solving, Reasoning and Justification 50%	<i>Syllabus Component Weightings:</i> Understanding, Fluency and Communicating 50% Problem Solving, Reasoning and Justification 50%

External HSC Assessment:
Mathematics Extension 1 students complete an examination in addition to the Mathematics Advanced paper. A two hour written examination plus 10 mins reading, worth 70 marks and consisting of two sections: Section I – Objective response questions (10 marks) Section II – Questions may contain parts. 23 to 28 items. At least one item will be worth 4 or 5 marks (60 marks) NESA-approved calculators may be used. A Reference Sheet will be provided.

Mathematics Extension 2				
UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
2	YES	BDC	YEAR 12. 15260	Mathematics Standard 1&2

CONTACT TEACHER(S):	Mr. A. Suyasa (MATHS)
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COURSE INFORMATION	
Prerequisites	
Students will be <i>invited</i> into this course based upon their performance in Year 11 Mathematics Extension 1 and Year 11 Mathematics Advanced courses	
Course Description	
The course is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject. It offers a suitable preparation for study of Mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. The course represents a distinctly high level in school Mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of Algebra and Calculus. The course provides a sufficient basis for a wide range of useful applications of Mathematics as well as an adequate foundation for the further study of the subject.	

COURSE DETAILS					
PRELIMINARY	HSC				
Course Topics:	Course Topics:				
N/A	• Proofs • Vectors • Complex Numbers • Calculus • Mechanics				
Special Requirements:	Special Requirements:				
N/A	Satisfactory completion of Advanced and Mathematics Extension 1 courses.				
School Assessment:	School Assessment:				
N/A	<i>Syllabus Component Weightings:</i> <table><tr><td>Understanding, Fluency and Communicating</td><td>50%</td></tr><tr><td>Problem Solving, Reasoning and Justification</td><td>50%</td></tr></table> One school-based assessment task will be an assignment or investigation-style and one task will be a formal written examination.	Understanding, Fluency and Communicating	50%	Problem Solving, Reasoning and Justification	50%
Understanding, Fluency and Communicating	50%				
Problem Solving, Reasoning and Justification	50%				

External HSC Assessment:
The examination will be based on the Mathematics Extension 2 Year 12 course and will focus on the course objectives and outcomes. The Mathematics Advanced and Mathematics Extension 1 courses will be assumed knowledge for this examination.
Candidates will also be required to complete the Mathematics Extension 1 paper in addition to the Mathematics Extension 2 paper.
The HSC examination will be 3 hours written paper worth 100 marks. There will be 10 multiple choice questions. A NESAs developed reference sheet will be provided.
NESA approved calculator is required.

Mathematics Standard

UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
2	YES	BDC		Mathematics Advanced, Mathematics Extension 1

CONTACT TEACHER(S):

Mr. A. Suyasa (MATHS)

COURSE INFORMATION

Prerequisites

The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all core and standard pathways including but not limited to: Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis, Volume and some content from Equations and Probability.

Based on student performance in stage 5, two pathways leading to Mathematics Standard 1 or Standard 2 in year 12 exist and classes will be formed based on student performance in Year 10.

Course Description

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

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

Upon satisfactory completion of the Year 11 Mathematics Standard Course, Year 12 students may elect to undertake one of two different pathways:

- Year 12 Mathematics Standard 2 (All students will sit for a HSC Examination) OR
- Year 12 Mathematics Standard 1 (This course has an optional HSC Examination component. To be eligible for an ATAR, students studying the Mathematics Standard 1 course must complete the optional HSC examination).

Year 11 classes will be formed on the basis of Year 10 results and will follow an appropriate pathway for entry into either the Year 12 Mathematics Standard 1 course or the Year 12 Mathematics Standard 2 course.

COURSE DETAILS

PRELIMINARY	HSC Mathematics Standard 1 & 2
Course Topics:	Course Topics:
Formulas, Equations and linear relationships. Earning and Managing Money Applications of Measurement Time and Location Networks, Paths and Trees Data Analysis	Algebraic Relationships Investment Depreciation and Loans Annuities (Std 2 only) Network Flow (Std 2 only) Bivariate Data Analysis Relative Frequency and Probability Normal Distribution (Std 2 only) Trigonometry Rates and ratios Critical Path Analysis (Std2 only)
School Assessment:	School Assessment:
<i>Syllabus Component Weightings:</i> Understanding, Fluency and Communicating Problem Solving, Reasoning and Justification	<i>Syllabus Component Weightings:</i> Understanding, Fluency and Communicating 50% Problem Solving, Reasoning and Justification 50%

External HSC Assessment:

The following applies to the Mathematics Standard 2 HSC course:

A **two and a half hour written examination plus 10 mins reading**, worth 100 marks and consisting of two sections:

Section I – Objective response questions (15 marks)

Section II – Questions may contain parts. 35 to 40 items. At least two items will be worth 4 or 5 marks (85 marks)

NESA-approved calculators, a pair of compasses and a protractor may be used.

Modern History

UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11270;15270	Nil

CONTACT TEACHER(S): Ms.K.Padovan (HSIE)

COURSE INFORMATION

What types of things will we do in lessons? What types of tasks will be set?

- Students can continue studying historical studies for the HSC. Students will view documentaries, historical adaptations, undertake historical excursions and use source material to select, gather, organize information from primary and secondary sources.
- Tasks include:** Interpretation and analysis of written, oral and archaeological sources; structured essay writing; short answer tasks; research tasks.

What will I need to be good at to succeed in this subject?

- Be able to communicate historical information and interpretations in oral and written forms with a sustained and sophisticated judgement.
- Possess critical thinking and analytical skills.
- Be able to identify different perspectives and interpretations of the past.
- Identify different types of sources for their value and limitations in relation to historical investigations.

COURSE DETAILS

PRELIMINARY	HSC
Course Topics: Part I – Investigating Modern History (a) The Nature of Modern History (b) Case Studies Students undertake: - at least ONE option from ‘The Nature of Modern History’, AND - at least TWO case studies. ONE case study must be from Europe, North America or Australia. ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. E.g., Decline of Romanovs or Dynasty Cuban Revolution. Part II – Historical Investigation major research project (HIP) Part III – The Shaping of the Modern World Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity.	Course Topics: Part I: Core Study: Power and Authority in the Modern World 1919–1946 Students investigate the rise of fascist, totalitarian and militarist movements after World War I, what drew people to these movements; the regimes that emerged and ongoing international efforts to achieve collective security Part II: National Studies Students investigate the history of ONE country during a specific period of the twentieth century e.g. Russia and the Soviet Union 1917-1941 Part III: Peace and Conflict Students investigate key features of the history of ONE period of peace and conflict. E.g., Conflict in Europe 1935- 1945;The Cold War. Part IV: Change in the Modern world Students investigate key features of the history of ONE society focusing on political and social change, and the role of individuals and groups. E.g., The Cultural Revolution to Tiananmen Square 1966-1989.
School Assessment Sample: Research and Oral Presentation 30% Source Analysis 30% Examination 40%	School Assessment: Source-based Evaluation 20% Historical Analysis 25% Research and Response Prese 25% Trial HSC Examination 30%
External HSC Assessment: A three-hour written examination consisting of four sections: Section I: Core: Power and Authority in the Modern World – Source-based short response questions (25 marks) Section II: National Studies – One extended response (25 marks) Section III: Peace and Conflict – One extended response (25 marks) Section IV: Change in the Modern World – One question in two or three parts (25 marks)	

Music 1				
UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11280;15290	Nil

CONTACT TEACHER(S):	Mr. T.Miles (CAPA)
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COURSE INFORMATION
Course Description
In the Year 11 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.
Course Requirements
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 Board of Studies to validate authorship of the submitted work
What will I need to be good at to succeed in this subject?
There are NO pre-requisites for this subject, except an interest in Music. Students should have a desire to perform and develop composition and aural skills.

COURSE DETAILS	
PRELIMINARY	HSC
Course Topics:	Course Topics:
Three topics chosen from a list of twenty-one topics, which cover a range of styles, periods and genres.	Three topics chosen from a list of twenty-one topics, which cover a range of styles, periods and genres.
Special Requirements:	Special Requirements:
Nil	Nil
School Assessment:	School Assessment:
Performance 25% Musicology 25% Aural Analysis 25% Composition 25%	Composition 10% Performance 10% Musicology 10% Aural 25% Electives 45%

External HSC Assessment:
A one hour written examination – Aural Skills Short response questions (30 marks) Core Performance and Electives (70 marks) A practical examination – Core Performance Perform a five-minute piece on an instrument or voice 20% Three electives from any combination of: • Performance 20% Perform a five minute piece on an instrument or voice • Composition 20% Submit an original four minute composition • Viva Voce 20% Present a ten minute Viva Voce

Physics

UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11310;15330	Nil

CONTACT TEACHER(S): Mrs. R. Khalil (SCIENCE)

COURSE INFORMATION

What types of things will we do in lessons?

- Planning and conducting laboratory investigations using a range of technologies, including data loggers
- Group activities, constructing and using models and solving problems using mathematical formulae
- Gathering and processing information using textbooks, the library and online resources.
- Extracting and reorganising information and data in the form of flow charts, tables, graphs, diagrams, keys, spreadsheets and databases.

What types of tasks will be set?

Interpretation and analysis of written, oral and pictorial information (including graphs); Construction and evaluation of models; Group presentations and research tasks; Planning and conducting experiments and writing experimental reports; Applying mathematical formulae to solve problems.

What will I need to be good at to succeed in this subject?

- Independent research and processing, organising and analysing scientific information.
- Communicating scientific information in both oral and written forms.
- Learning and recalling Physics facts.
- Using the scientific method in conducting an investigation and working collaboratively with others.
- Applying mathematical formulae to solve problems.

COURSE DETAILS

PRELIMINARY		HSC	
Course Topics:		Course Topics:	
Module 1: Kinematics		Module 5: Advanced Mechanics	
Module 2: Dynamics		Module 6: Electromagnetism	
Module 3: Waves and Thermodynamics		Module 7: The Nature of Light	
Module 4: Electricity and Magnetism		Module 8: From the Universe to the Atom	
School Assessment:		School Assessment:	
Depth Study	35%	Practical Task	20%
Practical Examination	25%	Modelling & Research Task	20%
Preliminary Examination	40%	First-Hand Investigation (Depth Study)	30%
		Trial HSC Examination	30%
External HSC Assessment:			
A three-hour written examination consisting of two sections:			
• Section I – Objective response questions (20 marks) • Section II – Short response and extended response questions (80 marks)			

Society and Culture

UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11330;15350	Nil

CONTACT TEACHER(S): Ms K.Padovan (HSIE)

COURSE INFORMATION

What types of things will we do in lessons?

Society and Culture emphasises the development of skills of analysis, independent research, collaboration and effective communication. Students will have the opportunity to participate in group work, research, Multimedia presentations, debates, essay writing.

What types of tasks will be set?

Class tasks and formal examinations, reports, essays, effective gathering, analysing and synthesising of information about society. Students will undertake a major research project involving class and own time (PIP).

What will I need to be good at to succeed in this subject?

You will need to:

- be analytical.
- be able to express your ideas and communicate effectively.
- have the ability to complete independent research and work cooperatively.
- have effective time management skills and be able to work to a deadline

COURSE DETAILS

PRELIMINARY	HSC												
Course Topics:	Course Topics:												
• The Social and Cultural World – the interaction between aspects of society and cultures. • Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings. • Intercultural Communication – how people in different cultures interact and communicate.	<table> <tr> <td> Core • Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country. • The Personal Interest Project – an individual research project. </td><td> Depth Studies Two to be chosen from: • Popular Culture • Belief Systems and Ideologies • Social Inclusion and Exclusion • Social Conformity and Non- Conformity </td></tr> </table>	Core • Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country. • The Personal Interest Project – an individual research project.	Depth Studies Two to be chosen from: • Popular Culture • Belief Systems and Ideologies • Social Inclusion and Exclusion • Social Conformity and Non- Conformity										
Core • Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country. • The Personal Interest Project – an individual research project.	Depth Studies Two to be chosen from: • Popular Culture • Belief Systems and Ideologies • Social Inclusion and Exclusion • Social Conformity and Non- Conformity												
School Assessment Sample:	School Assessment:												
<table> <tr> <td>The Social and Cultural world</td><td>30%</td></tr> <tr> <td>Personal and Social Identity</td><td>30%</td></tr> <tr> <td>Preliminary Examination</td><td>40%</td></tr> </table>	The Social and Cultural world	30%	Personal and Social Identity	30%	Preliminary Examination	40%	<table> <tr> <td>Test of Limited Scope</td><td>35%</td></tr> <tr> <td>Research and validation (Social Inclusion and Exclusion)</td><td>35%</td></tr> <tr> <td>Trial HSC Examination</td><td>30%</td></tr> </table>	Test of Limited Scope	35%	Research and validation (Social Inclusion and Exclusion)	35%	Trial HSC Examination	30%
The Social and Cultural world	30%												
Personal and Social Identity	30%												
Preliminary Examination	40%												
Test of Limited Scope	35%												
Research and validation (Social Inclusion and Exclusion)	35%												
Trial HSC Examination	30%												

External HSC Assessment:

A **Personal Interest Project** (40 marks)

A **two-hour written examination** consisting of two sections:

Section I: Core – Society and Cultural Continuity and Change

- Multiple Choice questions (8 marks)
- Short response questions (12 marks)

Section II: Depth Studies

- Extended response questions (40 marks)

Studies of Religion I

UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
1	YES	BDC		Nil

CONTACT TEACHER(S): Ms K.Padovan (HSIE)

COURSE INFORMATION

What types of things will we do in lessons?

The Studies of Religion syllabus acknowledges religion as a distinctive answer to the human need for meaning in life. An understanding of religion provides a perspective for the human view of reality and deals with daily living as well as with the ultimate source, meaning and goal of life. Religion is generally characterised by a worldview that recognises a supernatural dimension – belief in divinity or powers beyond the human and/or dwelling within the human. It investigates the significance of the role of religion in society and within Australian society. It recognises and appreciates the place and importance of Aboriginal belief systems and spiritualities in Australia.

What types of tasks will be set?

What types of tasks will be set?

- Research Tasks
- Essay Writing
- Presentation Task
- In class tests

What will I need to be good at to succeed in this subject?

What will I need to be good at this subject?

- ability to do independent research
- possess critical thinking and analytical skills
- be able to express your ideas and communicate effectively
- Write extended responses under time constraints

COURSE DETAILS

PRELIMINARY	HSC
Course Topics:	Course Topics:
Nature of Religion and Beliefs Nature of Religion and Beliefs Religious Tradition Study	Religion and Belief Systems in Australia post-1945 Religious Tradition Depth Study 1 Religious Tradition Depth Study 2
School Assessment:	School Assessment:
• Nature of Religion assignment 15% • Religious Tradition Study 1 in class essay 15% • Preliminary Examination 20%	• Religious Tradition Depth Study 1 15 % • Presentation • Religious Tradition Depth Study 2 15% • Research Based Essay • Trial HSC Examination 20 %

External HSC Assessment:

A **three-hour written examination** consisting of four sections:

Section I – Multiple Choice and Short Answer (15 marks)

Section II – Short response questions (15 marks)

Section III – Extended Response (20 marks)

Visual Arts				
UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	YES	BDC	11380;15400	Projects developed for assessment in one subject cannot be used in part or full in any other subject

CONTACT TEACHER(S):	Mr.T.Miles (CAPA)
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COURSE INFORMATION
What types of things will we do in lessons?
Study the work of contemporary artists, artists throughout history and artists from different cultures. Investigate how artists work and what makes their work meaningful and significant. Explore ways of interpreting artworks from different points of view. Create artworks using a variety of different techniques and media. Including drawing, painting, ceramics , photography, collage, printmaking and sculpture. Work independently to develop your own increasingly independent artmaking skills, style and practice.
What types of tasks will be set?
Art history and art criticism(Theory) tasks will include essays, research tasks and timed written responses. Artmaking tasks will include artworks, process diaries and, during your HSC year, a viva voce or oral presentation detailing your intentions for your Body of Work major project.
What will I need to be good at to succeed in this subject?
Problem solving skills; critical and creative thinking, working consistently and being organized during long term projects, willingness to reflect on learning and progress to improve. Developing academic skills in writing and being independent and having initiative.

COURSE DETAILS															
PRELIMINARY	HSC														
Course Topics:	Course Topics:														
- Investigations of practice in art making, art criticism and art history - Explorations of relationships between artists, the world, artwork, and audiences in the world of art - Developing informed points of view - Develop meaning and representing ideas in artworks - Developing knowledge, understanding and skill in different media and expressive forms.	- Developing an increasingly independent conceptual, material, critical and historical practice through creating a Body of Work. - Developing increasingly complex and sophisticated points of view about visual arts - Developing and refining academic writing skills - In-depth critical and historical investigating - Exploring increasingly complex relationships between artists, artworks, audiences and the world.														
Special Requirements:	Special Requirements:														
- 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.	- 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.														
School Assessment:	School Assessment:														
<table> <tr> <td>Essay and artwork</td><td>40%</td></tr> <tr> <td>Timed writing task and artwork</td><td>30%</td></tr> <tr> <td>Preliminary Examination</td><td>30%</td></tr> </table>	Essay and artwork	40%	Timed writing task and artwork	30%	Preliminary Examination	30%	<table> <tr> <td>Artmaking – Body of Work and Viva Voce</td><td>20%</td></tr> <tr> <td>Essay</td><td>25%</td></tr> <tr> <td>Body of work</td><td>30%</td></tr> <tr> <td>Trial HSC Examination</td><td>25%</td></tr> </table>	Artmaking – Body of Work and Viva Voce	20%	Essay	25%	Body of work	30%	Trial HSC Examination	25%
Essay and artwork	40%														
Timed writing task and artwork	30%														
Preliminary Examination	30%														
Artmaking – Body of Work and Viva Voce	20%														
Essay	25%														
Body of work	30%														
Trial HSC Examination	25%														

External HSC Assessment:
A Body of Work (50 marks) A one and a half hour written examination consisting of two sections: Section I – Short response questions (25 marks) Section II – Extended response (25 marks)

CONTENT ENDORSED COURSES



Ceramics				
UNITS	ATAR	COURSE TYPE	CODES	EXCLUSIONS
2	NO	CEC	35027;35029	Nil

CONTACT TEACHER(S):	Mr T. Miles (CAPA)
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COURSE INFORMATION
What types of things will we do in lessons?
Ceramics is the creative use of clay to make artworks, pottery and useful designed objects made from clay. In class activities and tasks will include: • Hand-building pottery, sculpturing with clay and throwing pots on a pottery wheel. • Experimenting with different ways of decorating and treating surfaces including painting, carving, and glazing. • Making a range of different artworks including pots, sculptural artworks, decorative designs, and jewellery. • Combining clay with other materials to make artworks. • Learning about work of significant ceramicists and their techniques.
What types of tasks will be set.
Collections of small artworks or objects Long term artmaking projects Research tasks about ceramic artists related to practical artmaking tasks.
What will I need to be good at to succeed in this subject?
An interest in ceramics and artmaking; critical and creative thinking skills; skills in planning and managing long term class projects; willingness to reflect on learning and improve.

COURSE DETAILS:															
PRELIMINARY	HSC														
Course Topics:	Course Topics:														
• Introduction to Ceramics (Core) • Surface treatment. • Glaze Technology • Throwing.	Ceramics individual Project module. Modules related to: • Hand building • Sculptural forms • Mixed media														
Special Requirements:	Special Requirements:														
Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. Work Health and Safety modules are mandatory.	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. Work Health and Safety modules are mandatory.														
School Assessment Sample:	School Assessment Sample:														
<table> <tr> <td>Ceramic design collection and process diary</td><td>30%</td></tr> <tr> <td>Ceramic all art and process diary</td><td>30%</td></tr> <tr> <td>Wheel- formed pot</td><td>40%</td></tr> </table>	Ceramic design collection and process diary	30%	Ceramic all art and process diary	30%	Wheel- formed pot	40%	<table> <tr> <td>Hand built pot</td><td>20%</td></tr> <tr> <td>Sculptural artwork and process diary</td><td>35%</td></tr> <tr> <td>Research task and artwork proposal</td><td>15%</td></tr> <tr> <td>Individual Project</td><td>30%</td></tr> </table>	Hand built pot	20%	Sculptural artwork and process diary	35%	Research task and artwork proposal	15%	Individual Project	30%
Ceramic design collection and process diary	30%														
Ceramic all art and process diary	30%														
Wheel- formed pot	40%														
Hand built pot	20%														
Sculptural artwork and process diary	35%														
Research task and artwork proposal	15%														
Individual Project	30%														

External HSC Assessment:
N/A

Exploring Early Childhood

UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
2	NO	CEC	31012	Nil

CONTACT TEACHER(S): Ms.A.Baker (PDHPE)

COURSE INFORMATION

What types of things will we do in lessons?

Exploring Early Childhood aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments. Students will develop:

- Knowledge & understanding about the physical, social-emotional, behavioural, cognitive and language development of children
- Knowledge & understanding about the environmental factors that have an impact upon young children's growth and development
- Knowledge & understanding about the development and maintenance of positive behaviours and relationships with young children
- Skills in communicating with young children
- An appreciation of the value and importance of supportive and responsible relationships with young children

As this course has a practical as well as a theoretical component, it is considered important and highly desirable that students have the opportunity to interact with young children on a regular basis. The purpose of this interaction is to observe children, and to gain experience in understanding and relating to individual children. Students will engage in regular work experience opportunities such as visiting the primary school, the school's support unit and local preschools.

What types of tasks will be set?

- Practical Tasks
- Case Studies
- Group Tasks
- Written Examinations

What skills will I need to succeed in this subject?

- Good communication skills
- Teamwork skills
- Creative thinking skills
- Enjoy hands-on activities

The course offers initial learning experiences that can lead to further post-school study at university or TAFE or vocational training in the context of the workplace.

COURSE DETAILS

PRELIMINARY		HSC	
Course Topics:		Course Topics:	
Core Modules: Pregnancy and Childbirth Child Growth & Development Promoting Positive Behaviour		Optional Modules: Up to seven optional modules are studied in the HSC course. These cover topics such as learning experiences for young children, play and the developing child, children's literature, the children's service industry.	
Optional Modules: Up to seven optional modules are studied in the Preliminary course. These cover topics such as child development, food and nutrition, special needs of young children, starting school, young children and the media, and child health and safety.			
School Assessment:		School Assessment:	
Practical Child Rearing Experience and Report	30%	Designing and Presenting Educational Play	25%
Creating a Supportive Brochure for Parents/Carers	30%	Designing a Children's Picture Book	25%
Preliminary Examination	40%	Design a Preschool Teaching Program	25%
		Trial HSC Examination	25%
External HSC Assessment:			
N/A			

Sport, Lifestyle and Recreation

UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
2	NO	CEC	35017	Nil

CONTACT TEACHER(S): Ms.A.Baker (PDHPE)

COURSE INFORMATION

What types of things will we do in lessons?

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. Students develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle. Students also develop a preparedness to contribute to the establishment of a health-promoting community that is supportive of its members adopting a healthy lifestyle.

It assists students in developing:

- lifestyle practices to improve personal health
- high levels of skill in particular sports
- skills and knowledge necessary to participate safely in outdoor recreation activities
- the capacity to adopt administrative roles in community sport
- Skills of a coach, trainer, first aid officer, referee and fitness leader

The course features a highly practical focus, offering experience in a range of movement contexts and the opportunity to specialise in a specific sport or recreational activity.

What types of tasks will be set?

- Practical Tasks
- Case Studies
- Group Tasks
- Written Examinations

What skills will I need to succeed in this subject?

- Good communication skills
- Teamwork skills
- Leadership skills
- Fundamental movement skills
- An interest in sport and physical activity

COURSE DETAILS

PRELIMINARY		HSC	
Course Topics:		Course Topics:	
Optional Modules: Up to seven optional modules are studied in the HSC course. These cover topics such as social perspectives of games and sports, outdoor recreation, fitness, resistance training, sports administration, individual games and sport applications.		Optional Modules: Up to seven optional modules are studied in the HSC course. These cover topics such as sports coaching and training, first aid and sports injuries, healthy lifestyles, games and sport applications	
School Assessment:		School Assessment:	
Research Task	30%	Design and Present a Sports Coaching Session	25%
Outdoor Recreation Risk Assessment Plan	30%	Respond to First Aid Scenarios	25%
Design and Present a Fitness Session	40%	In-class Examination	30%
		Practical Movement Observation	20%
External HSC Assessment:			
N/A			

Visual Design				
UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
2	NO	CEC	35103	Nil

CONTACT TEACHER(S):	Ms I Robles (CAPA) Mr.T.Miles (CAPA)
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COURSE INFORMATION
What types of things will we do in lessons?
Visual Designers make the products, packaging and advertising we see and use everyday look visually appealing, as well as functional. In this course you will have the opportunity to explore fields of design including illustration, cartooning, graphics, collage, models, drawing, sketching, painting, and digital programs. Studying other designs and designers
What types of tasks will be set?
Studio and design artmaking practice, critical and historical studies, written and oral tasks, visual design journal.
What will I need to be good at to succeed in this subject?
An interest in design, drawing and creating. An ability to think visually. Ability to work independently and in groups. You will also need access to your own device (laptop or tablet)

COURSE DETAILS:			
PRELIMINARY		HSC	
Course Topics:		Course Topics:	
Graphic Design Product Design Wearable Design Illustration Case studies of significant designers		Further study and skill developing in a variety of design disciplines. These may include: Graphic Design; Wearable Design; Product Design Illustration Case studies of significant designers	
Special Requirements:		Special Requirements:	
Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. The Work, Health Safety module is mandatory Students are required to have access to their own device (laptop or tablet)		Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. The Work, Health Safety module is mandatory. Students are required to have access to their own device (laptop or tablet)	
School Assessment Sample:		School Assessment Sample:	
Graphic Design	40%	Graphic design	40%
Product Design	30%	Product design	30%
Research Task	30%	Research Task	30%

External HSC Assessment:
N/A

Work Studies

UNITS	ATAR	COURSE TYPE	CODE	EXCLUSIONS
2	NO	CEC	35203	Nil

CONTACT TEACHER(S):

Ms.K.Padovan (HSIE)

COURSE INFORMATION

COURSE STRUCTURE

The *Work Studies CEC* syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course. The *Work Studies CEC* syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.

COURSE DESCRIPTION

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

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

The Work Studies course will assist students to:

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

COURSE DETAILS:

PRELIMINARY	HSC
Course Topics: Core - My Working Life- 30 hours Includes: Transition from school to work; career and life choices; developing a career plan Modules (60 hours)- There are choices from 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours	Course Topics: Core - My Working Life Modules - There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours
Special Requirements: Nil	Special Requirements: Nil
School Assessment Sample: Core assessment 20% Module(s) assessment 80%	School Assessment Sample: Core assessment 20% Module(s) assessment 80%

External HSC Assessment:

N/A

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

School Delivered Vocational Education and Training (VET) Course- Hospitality

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

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

School Based Apprenticeships and Traineeships (SBAT)

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

VOCATIONAL EDUCATION & TRAINING (VET) COURSES – INFORMATION 2026

Vocational Education and Training (VET) courses can provide you with skills and knowledge that will improve your job prospects and prepare you for entry to the world of work and employment. Alexandria Park Community School is part of RTO (Registered Training Organisation).NSW DOE RTO-90333

This means:

- the training you receive must meet national industry standards; and
- the awards and qualifications you receive must be recognised nationally by employers and other training organisations.

Studying VET Courses at Alexandria Park Community School or TAFE

Students may choose VET courses that are studied at school, TAFE or Private RTOs to obtain an **industry qualification**. TAFE-delivered Vocational Education and Training (TVET) course classes are usually held at a TAFE campus, but sometimes TAFE teachers will come to the school. Students completing VET courses at TAFE attend their TVET classes usually from 1.30 pm to 5.30 pm. Based on 2025, it could be Tuesday,Wednesday or Thursday which means students are responsible to catch up on work missed during this time. TAFE are very strict on attendance and issue “N” Awards for non-attendance.

The **two types of VET courses** that students are able to study at school or TAFE are **Board Developed Courses** and **Board Endorsed Courses**.

1. Board Developed VET Courses

These courses have a value of 2 units per year and are studied over Years 11 and 12. An optional external HSC examination is available for students who wish to obtain an ATAR. Students who satisfy the course requirements and achieve the **units of competency** described in the course structure will be eligible to receive credit towards their HSC and an **industry qualification** as part of the **Australian Qualification Framework**. Students who are assessed as competent for some units of competency will be eligible for a **Statement of Attainment** towards the industry qualification.

There are fourteen **VET courses**. Some are offered at school while others are only available through TAFE. **If the VET course is offered by the school, it must be studied at school.**

VET Courses at APCS	VET Courses at TAFE (TVET)
Hospitality- Food and Beverage SIT 20322-CERT II in Hospitality	Automotive Construction Electrotechnology Entertainment Industry Financial Services Human Services Information and Digital Technology Metal and Engineering Primary Industries Tourism, Travel and Events

Board Endorsed VET Courses

Board Endorsed VET Courses cater for areas of special interest not covered in ICF courses. These courses usually have a value of 2 units and last for one year. They are suited to students in both Year 11 and Year 12 as they run during Terms 1, 2 and 3 only.

Students are examined regularly with tests and assessments, but do not sit for an HSC examination. All Board Endorsed Courses count towards the Higher School Certificate and appear on the HSC Record of Achievement, but these courses **do not count towards the calculation of an ATAR.**

The purpose of these courses is to provide skills that will help students get a job when they leave school or give students credit towards further TAFE courses.

TVET Courses Information Brochure:

For more information on the range of VET courses available at TAFE, see the TVET information brochure at:
<https://www.tafensw.edu.au/documents/60140/76288/TVET-Brochure.pdf>

If students want to apply for any courses offered at **TAFE**, they must include these on the list of subjects. Students must list 12 Units of school courses to begin Year 11. Adjustments can be made later once enrolment and attendance has been established. Students should collect a **TVET Application Form** from the Careers Adviser when returning the subject selection sheets. The applications will be sent to the TVET Coordinator and students will be informed by the end of October if they have a place in a course for the following year.

Supporting Student Learning

The school is committed to supporting your learning through:

- developing links with industry to provide you with the opportunity to develop skills in a real industry setting
- providing a safe and healthy learning environment both within the school and in work placement
- counselling and careers advisory services
- specialist staff to assist with literacy, language and numeracy skills
- specialist support staff for Aboriginal and Torres Strait Islander students and students from non-English speaking backgrounds
- providing opportunities for students with an intellectual disability to access selected units of competency as appropriate
- providing classroom and work placement support for students with a disability.

If you need additional support to successfully complete any VET course, please talk to the school's DP or Career's adviser

Quality Training

VET teachers are well qualified and experienced.

Teachers of VET courses have undergone additional training and assessment to ensure they meet national industry standards.

The school is committed to:

- improving facilities within the school and strengthening links with industry to ensure that our training provision meets industry standards and needs;
- valuing the views of employers and students on the quality of our training provision; and
- supporting learning by providing timely advice.

Consistent attendance at all programmed activities is essential for gaining the qualification within the allocated time.

Work Placement

In VET courses, **work placement is compulsory** for all students.

The **satisfactory completion of work placement hours** is a NESA requirement.

The minimum required hours of work placement can vary, but in general, you are required to undertake **at least 70 hours of work placement**. Your VET teacher will provide details.

If you are working or have recently worked in a related casual job, then paid work can contribute to meeting part of your work placement requirement.

Students on work placement are not paid.

Work placement is organised for you through a work placement service, set up to coordinate the placement of students.

Your VET teacher and your local work placement coordinator will provide details of work placement arrangements.

If you have not completed the work placement requirement before the HSC, you will not have the course recognised by NESA. This might mean you will not receive your HSC in the VET course and you could be ineligible for a HSC if VET is one of 10 Units.

Recognition of Existing Skills

If you have already completed the same units of competency elsewhere (TAFE/other provider) we will recognise your previous studies and results. You will not have to repeat that training and assessment.

You will need to produce evidence, for example, a result notice, Certificate or Competency Record.

If through previous work or life experiences you have already developed high-level skills in this course area we may be able to recognise these skills, so you will not have to repeat the training.

However, we will need to assess your skills to ensure they meet industry standards. The cost of this assessment activity has to be met by you. You will need to negotiate the appropriate assessment arrangements with your teacher.

Your VET teacher or the school's VET Coordinator /Careers Teacher can provide the forms and more details of the Recognition of Prior Learning process.

Course Costs have been introduced to support payments for some of the following :

- required uniforms and safety clothing
- materials used in your training
- work placement travel
- replacement of a lost Competency Record

If cost is a barrier to you undertaking a VET course, talk to your school's VET Coordinator.

Fee Refund Policy

Should a student withdraw from a framework course the student may apply for the refund of some or all of the fees paid in advance. This will generally be on a term-by-term basis. However, the following may be taken into consideration:

- the reason for withdrawal from the course
- costs incurred in setting up the course
- amount of course completed.

The decision will be made by the School Administration Manager in consultation with the VET teacher. If a student is dissatisfied with the decision made concerning a fee refund, the VET Coordinator/Careers adviser may be consulted and, if still dissatisfied, the School Principal.

WHAT YOU NEED TO KNOW

Vocational Qualifications

NESA issues qualifications on behalf of the Registered Training Organisation (RTO). These are in addition to your HSC qualification.

At the conclusion of the course, all students will receive a **Statement of Attainment** listing all units of competency achieved

Industry identifies the units of competency that must all be achieved to gain a vocational **Certificate**. If you achieve all of these units of competency, you will receive a Certificate

Not all courses on their own will allow you to gain a Certificate. You may need to study additional units of competency in order to get a Certificate.

You will be provided with this information on a separate handout. Your VET teacher will explain this.

About Assessment

Your competence can only be assessed by a qualified VET teacher and/or another industry qualified assessor.

Teachers will usually organise a number of chances for students to demonstrate a competency with a maximum of three attempts in order to demonstrate competency.

You may seek further opportunities to demonstrate those competencies, but these need to occur without disruption to the work of fellow students.

If you believe that you have not been fairly assessed, you have a right of appeal. The school's assessment policy provides full details on the appeals process.

About Results and Records

As you demonstrate competence, your VET teacher, or another qualified assessor will record this. The teacher keeps a record of competencies achieved by each student.

Your teacher will notify NESA of the units of competence you have achieved.

About Examinations

In some VET courses, you can choose to undertake an external HSC examination in order for the course to count towards your ATAR for possible university entry. This requires that you also complete the school's Trial HSC Examination and any other examinations set throughout the course.

If you are ill or injured and unable to sit the external HSC examination, NESA will ask the school to provide other evidence to determine your HSC result. It is important that your VET teacher has the evidence NESA might require. Your teacher may also use school-based examinations as a means of assessing your competencies.

2026 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

- food and beverage attendant
- espresso coffee machine operator
- restaurant host/hostess
- receptionist
- function attendant
- 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: \$80
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>

ALEXANDRIA PARK COMMUNITY SCHOOL

PRELIMINARY HSC PATTERN OF STUDY 2026

Student name: _____

Student signature: _____

Parent/caregiver signature: _____

*(Complete this sheet and bring it to your interview on **TERM 2 WEEK 9-10**)*

REFLECTION

1. What subjects do you enjoy studying?

2. What are your interests?

3. Comment on your overall performance in 2025.

☐ Very pleased ☐ Pleased ☐ Satisfied ☐ Can do better ☐ Poor

4. What do you wish to do when you leave school? ☐ TAFE ☐ Work ☐ University ☐ Other

5. Do you intend to return to Alexandria Park Community High School in 2026? YES / NO

6. List three careers in which you are interested:

1. Career:.....

Reason:.....

.....

.....

.....

2. Career:.....

Reason:.....

.....

.....

.....

3. Career:.....

Reason:.....

.....

.....

.....

ALEXANDRIA PARK COMMUNITY SCHOOL

PRELIMINARY HSC PATTERN OF STUDY 2026

Student name: _____ Student signature _____

Parent/caregiver signature: _____

Year adviser/DP signature: _____ Date _____

Guidelines

1. You need to study 12 units including at least 2 units of English.
2. The ATAR will be calculated on 2 units of English, plus the 8 best units.
3. Check the guidelines for HSC and ATAR requirements.

Please list the subjects you are considering (in priority order) for 2026.

Some students may be asked to re-choose their subjects once decisions are made about subjects that will run in 2026.

Subject	Units (1 or 2)
1. English ☐ Advanced ☐ Standard ☐ EAL/D ☐ English Studies	2
2.	
3.	
4.	
5.	
6.	
7.	
Total	
8. External Options: ☐ TVET – Course: ☐ NSL or SCL or Distance Education – Language: ☐ EVET – Course: ☐ SBAT – Course:	

Reserve Subject choices: 1 2

Do you want an ATAR for University Entrance?

YES / NO

Does this study make you eligible for ATAR?

YES / NO

NOTES

NOTES

Community Opportunity Success



ALEXANDRIA PARK COMMUNITY SCHOOL



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Community Opportunity Success



Alexandria Park Community School is on Cadigal Land.