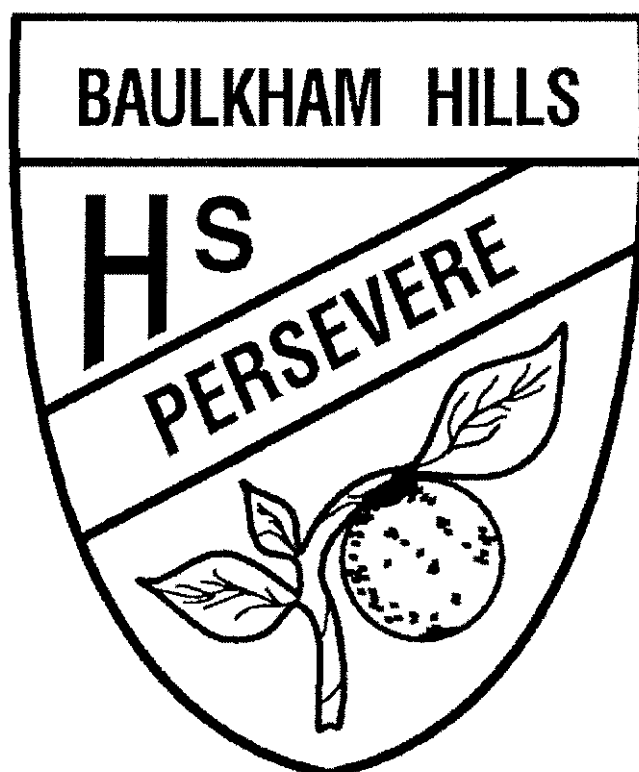


BAULKHAM HILLS HIGH SCHOOL



YEAR 11 – 12

SUBJECT SELECTION

2026 - 2027

INTRODUCTION

Within the next few weeks, you will be making important decisions concerning planning a course of study leading to the award of the Higher School Certificate in 2027.

In selecting subjects and courses in a pattern of study which suits your own needs, interests and abilities, it is important that you make a fully informed choice.

The timetable and process for subject selection is designed to give you the best chance to make appropriate and realistic choices based on a thorough knowledge and understanding of possible options. Take the time to study the possible choices and be open to considering any advice offered to you.

Wise selection of subjects will contribute to personal satisfaction, academic success, and development of valuable skills that will help you work towards career opportunities. To succeed or achieve any real satisfaction in the senior school, you must also accept responsibility for your own learning. You must actively decide that you want to study for the HSC at Baulkham Hills and commit yourself to doing your best. Motivation is a very important factor in achieving success.

The rules governing the Higher School Certificate and the courses being offered are outlined in this booklet. It is important for you to make a fully informed choice, as changes to your subjects will not generally be permitted after week 4 of term 1.

When making choices for courses of study, you should consider:

- your abilities and interests
- your career intentions
- tertiary entrance requirements and further education needs.

The structure of this booklet is aimed at making the choice of senior subjects as simple as possible. The information is set out as follows:

- 1. A Message from the Principal**
- 2. Section I - General Information** regarding Subject Selection Rules, Types of Courses and HSC Scaling and the ATAR (Australian Tertiary Admission Rank)
- 3. Section II - Courses Offered at Baulkham Hills High School**
- 4. Section III - Guidelines for completing the Course Interest Survey**

Read the booklet in detail. Talk with your teachers, the Year Adviser, the Careers Adviser, the Head Teachers, and your parents.

Once you have completed the online Course Interest Survey you should return your Web Preferences Receipt to Mr Simmons no later than **Thursday 3rd July 2025**. Either return it to the box placed outside his office or you can return it by email.

Should you require any further information, please do not hesitate to contact Mr Simmons, Head Teacher Administration.



A MESSAGE FROM THE PRINCIPAL

Dear students selecting subjects for next year,

This is an exciting and no doubt somewhat stressful stage in your high school career.

There is usually a mix of trepidation and exhilaration in the choosing of subjects for next year. It is a significant change from earlier years at school: to be able to make real choices over what you study in the coming years.

May I strongly encourage you to ensure you think carefully and make informed choices? Be guided by what subjects you enjoy, those you are interested in, areas of study that you are capable of managing and subjects that you like. Talk with your parents and carers, your friends and your teachers, asking questions and seeking advice. Then, do your very best.

Read this booklet carefully and ask as many questions as you need too.

Sincerely,

Wayne Humphreys - Principal

SECTION 1 – GENERAL INFORMATION

HIGHER SCHOOL CERTIFICATE

Subjects and Courses

A *subject* is the general name given to an area of study and a subject may offer one or more *courses*.

For Year 11 in 2026, the subjects offering more than one course are:

- English (Advanced, Extension 1)
- Mathematics (Advanced, Extension 1)

Note: In the senior school, Science is divided into separate subjects:
Biology, Chemistry, Physics.

Preliminary and HSC Courses

The NSW Education Standards Authority syllabuses are structured in two stages:

1. *The Preliminary Course* – which must be satisfactorily completed before a student is eligible to commence study for the Higher School Certificate. In normal circumstances, Preliminary Courses are done in Terms 1, 2, & 3 of Year 11.
2. *The HSC Course* – upon which students are assessed and examined for the award of the Higher School Certificate. In normal circumstances, HSC Courses are done in Term 4 of Year 11 and Terms 1, 2, & 3 of Year 12.

Unit Value

- All courses for the Higher School Certificate have a unit value. Subjects have a value of 1 Unit or 2 Units.
- Most courses are 2 Unit.
- Each unit involves class time of approximately 2 hours per week (60 hours per year).
- For the Higher School Certificate, each unit is worth 50 marks. Hence a 2 Unit Course is worth 100 marks.

Types of Courses

1. *Board Developed Courses*. These are:

- state-wide courses developed by the NSW Education Standards Authority (NESA)
- internally assessed throughout each course and examined externally at the end of the HSC course.
- used to calculate the Australian Tertiary Admission Rank (ATAR) for each student.

2. *Content Endorsed Courses*.

Content Endorsed Courses (CEC) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses

Content endorsed courses count towards the Higher School Certificate but are not examined externally and **do not count towards the ATAR**.

3. *Category B Courses.*

- Category B courses, which includes VET courses are usually studied at a TAFE college. They are dual-accredited courses – they count towards the HSC and students also gain credit for TAFE-related modules.
- Any student contemplating studying a Category B course must have an interview with the Principal for endorsement of the selection.
- Baulkham Hills High School does not offer any Category B courses and will only endorse the study of any course provided that;
 - any costs associated with the study of the course is totally met by the student
 - a minimum of 12 units (Year 11) or 10 units (Year 12) is still maintainedBaulkham Hills High School
- no regular lessons need to be missed in order to attend or travel to lessons.

Patterns of Study

Candidates for the Higher School Certificate must undertake a program of study consisting of

- at least 12 units of Preliminary Courses
- at least 10 units of HSC Courses.

Both the Preliminary and HSC patterns of study **MUST** include:

- at least six units of Board Developed courses,
- at least two units of a Board Developed Course in English,
- at least three courses which are of two-unit value (or greater), and
- at least four subjects.

Extension Courses

Extension Courses are extra 1 Unit courses which build upon the content and skills of the corresponding 2 Unit courses. They require students to work beyond the standard of the 2 Unit course. Extension Courses are available for the Higher School Certificate in English, Mathematics, History, Music, Science and some Languages.

- The only Extension Courses available in Year 11 are in English and Mathematics. Students may take English Advanced and Extension 1 English (i.e. 3 units of English in total) and Mathematics Advanced and Extension 1 Mathematics (i.e. 3 units of Mathematics in total). Students who wish to study Extension Courses in English and/or Mathematics in Year 12 must take the respective Extension 1 courses in Year 11.
- In Year 12, students who have successfully completed the Extension 1 Courses in English and/or Mathematics in Year 11 may continue with the HSC Extension 1 Courses, and may also choose to do the additional Extension 2 Courses.
- Extension Courses in History, Music, Science and some Languages are only available in Year 12.
- There is only one History Extension Course, to be studied with Ancient and/or Modern History in Year 12.
- There is only one Science Extension Course, to be studied with Biology and/or Chemistry and/or Physics in Year 12.
- To take the Music Extension Course in Year 12, students must have studied Music Course 2 in Year 11.
- To take the Language Extension Courses in Year 12, students must have studied the Continuers Course in Year 11.

Science Subjects

Students may take no more than six units of Science Subjects in Year 11 and no more than seven units of Science Subjects in Year 12. In Year 11, students may choose 2 Unit courses in Biology and/or Chemistry and/or Physics.

Assessment and Reporting

- School-based assessment tasks will contribute to 50% of your marks at the HSC. Your school assessment mark will be based on your performance in assessment tasks undertaken during each course. You will be given a booklet explaining the procedures, requirements and performance standards of the school assessment program.
NB. Assignments and projects developed for assessment in one subject may not be used either partially or in full for assessment in any other subject.
- The other 50% of the marks will be based on your performance in the HSC examination for each subject.
- Your HSC mark for 2 Unit courses will be reported on a scale of 0-100. A mark of 50 will represent the minimum standard expected in each subject. There are also six 'Performance Bands' which describe the different levels of achievement in knowledge, skills and understanding for each course. Band 6 (corresponding to a mark of 90-100) is the highest.
- On the satisfactory completion of your Higher School Certificate, you will receive a portfolio containing
 - *The HSC Testamur* – the official certificate confirming that you have fulfilled all the requirements for the award of the Higher School Certificate.
 - *The Record of School Achievement* – The Higher School Certificate (HSC) Record of Achievement includes your Year 12 HSC (Stage 6) results, Year 11 (Preliminary Stage 6) grades and, if applicable, Year 10 (Stage 5) grades.

Where else to find information:

Studying for the New South Wales Higher School Certificate - an Information Booklet for Year 10 Students 2025 (issued to you.)

Steps to Uni For Year 10 Students : <https://www.uac.edu.au/future-applicants/year-10-students>

www.educationstandards.nsw.edu.au : Syllabuses and assessment information

Specific syllabuses can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/nsw-curriculum-syllabuses>

Also consider booklets supplied by the various universities, e.g. *Studying at Sydney Uni, Year 10 Guide*

THE HSC MARK AND THE ATAR

The most common questions asked by students are “how do they work out my HSC mark?” and “how do they calculate my ATAR?”. The most common misconception is that they are marks, calling it an HSC mark only adds to the confusion. Neither is an actual “mark”, they are both measures, however they are measures of different things, and that is why one cannot be used to work out the other.

The HSC Mark: is actually a measure of performance as described by the Performance Bands for the subject. An HSC mark of 95%, does not mean that a student got 95% of the paper correct. It means that the student has been judged to meet the majority of the criteria of the top band, all such students will receive an HSC mark of 90% or better. Further, 95% tells the student they would probably be in the middle of the group of students who have been judged to be in the top band (although this is a rough guess and may depend upon the overall quality of the group).

The ATAR: is a rank, an actual measure of where the student sits amongst all of the students. An ATAR of 95.00, does not mean that a students averaged 95% for all of their subjects. It means that they are ranked above 95% of all students i.e. they are in the top 5%. Note this explains why the top ATAR is 99.95, it means that they are ranked above 99.95% of all students. It is impossible to get an ATAR of 100, as it is impossible to be ranked above 100% of all students.

HOW DO THEY WORK OUT MY HSC MARK?

Assessment Mark: Your HSC Mark all begins with your Assessment Mark. It will make up 50% of your HSC Mark. You could say your HSC Mark begins in Term 4 of Year 11, for most subjects, with the first assessment task.

Each subject will determine an Assessment Schedule, which will be given to you at the start of Term 3 Year 11, well ahead of the first task, so that you can be prepared for the different tasks you have ahead of you. As an example, let’s look at Student A, who has decided to study Basket Weaving. Below you can see the Assessment Schedule for Basket Weaving, along with the results obtained by Student A for each Task.

BASKET WEAVING			2 UNIT		
HIGHER SCHOOL CERTIFICATE					
COMPONENT				WEIGHTING	
1. Knowledge and understanding of course				40	
2. Communication of understanding of the traditions of basket weaving.				20	
3. Basket weaving skills				40	
TOTAL				100	
Assessment Tasks	Component	Mark	Term	Outcomes	Student A's result
1. Task 1	1 & 2	15	Yr 11 Term 4 Wk 9	H1, H3	82
2. Half Yearly	1 & 2	15	Term 1 Wk 9 & 10	H1, H2, H4	64
3. Trial	1 & 2	30	Term 3 Wk 4 & 5	H1, H2, H3, H4	72
4. Major Project	3	40	Checked through course	H5	79
					75/100

The final assessment mark is known as the **raw school assessment**, students do not find out this mark, however they are allowed to know their rank. In our example Student A was **ranked 21st out of 47 students**.

Each course is required to submit an assessment mark at the end of Term 3 Year 12, however nothing is done with these marks until after the Exam Mark has been determined.

Exam Mark: The Exam Mark makes up the other 50% of your HSC Mark. It is determined after two processes;

1. **HSC Marking:** the HSC Markers will give your paper a **raw exam mark**; just like the raw school assessment, this mark is not reported to students. The markers must stick to strict marking guidelines which tell the markers how many marks to allocate for certain responses. In Basket Weaving Student A obtained a raw exam mark of 86%.
2. **HSC Judging:** the HSC Judges work out the Performance Band cut-off marks that will align the raw exam marks with the Performance Bands.
3. **The Judging Process** involves several experienced Senior Markers, who sit down and work out how many marks a student on the borderline of the Performance Bands would gain for a question. In Basket Weaving, there was the following 5 mark question;

“Basket weaving has evolved over the last century thanks to the use of technology, Give three different examples from the last century of changes to the way baskets are woven and explain how they have either benefitted the basket weaving industry or problems that have been created by the new technology”

The Judges decided upon;

	Judge 1	Judge 2	Judge 3	Judge 4	Judge 5	Average
Band 5/6	5	4	5	5	4	4.6
Band 4/5	4	3	3	4	3	3.4
Band 3/4	3	3	2	3	2	2.6
Band 2/3	2	1	1	1	1	1.2
Band 1/2	1	0	0	0	0	0.2

After discussion, the averages become the cut-off marks. This process is repeated for every question and the aligned cut-off marks for each band becomes the total of these average marks.

The Basket Weaving Aligned Cut-offs became;

	Raw Exam Mark	Aligned to Cut-off
Band 5/6	86	90
Band 4/5	74	80
Band 3/4	54	70
Band 2/3	32	60
Band 1/2	18	50

Finally, the Judges are given a student’s examination paper that matches the raw cut-off scores and confirm that these responses are typical of what would be expected of students placed at the borderline. Some tweaking of the marks might occur in order to ensure the cut-offs are satisfactory. Once decided upon, the top result for the course (usually 100%) and the bottom result are calculated using the mean and deviation of the raw marks. In our example Student A ends up with an **Exam Mark of 90%**.

Moderated Assessment Mark: It is only after the Exam Marks have been worked out that the Moderated Assessments can be calculated by setting three common points;

1. **Top Mark:** the highest Exam Mark for the school becomes the highest Moderated Assessment
2. **Bottom Mark:** the lowest Exam Mark for the school becomes the lowest Moderated Assessment
3. **Mean Mark:** the total of the Exam Marks for the school becomes the total of the Moderated Assessments, i.e. the averages will be the same.

Using these three points a quadratic function is derived and all other raw assessment marks are mapped using this function. Note: there may be some minor anomalies due to the rounding of marks (marks must be reported as whole numbers).

After the mapping, Student A's **Moderated Assessment becomes 91%.**

HSC Mark: Finally, the HSC Mark can be calculated, taking 50% of the Moderated Assessment and 50% of the Exam Mark, Student A receives an **HSC Mark of 91%** and is placed in **Band 6**.

The total effect of the aligning process for the school's Basket Weaving students can be seen in the table on the next page.

Note the following:

- Student A was initially ranked 21st in the raw assessments, however the moderation process had the effect of bunching the results together, this resulted in a new assessment rank of 20.
Note: Assessment Ranks will never decrease, however the bunching of marks may result in an increased rank for some students.
- Student B had the highest raw examination mark of 98%, the alignment process left this at 98%.
- Student C had the highest raw assessment mark of 88%, this was moderated to the highest aligned examination mark, which was achieved by Student B, 98%
- Similarly, Student D who had the lowest raw assessment mark of 56%, received 68% as a moderated assessment mark. This was because the lowest aligned examination mark was 68%, achieved by Student E.
- Had Student E performed to their assessment rank of 40 in the actual HSC, then the lowest aligned exam mark would have been 72%, and this would have become Student D's moderated assessment, an increase of 4%. This may well have seen an improvement in other assessment marks due to the requirement of the total exam marks = total moderated assessment marks.

Student	Raw Assess	Rank	Mod Assess	Rank	Raw Exam	Rank	Exam Mark	Rank	HSC Mark	Rank
C	88	1	98	1	96	2	97	2	98	1
	88	1	98	1	93	3	95	3	97	2
B	80	12	94	12	98	1	98	1	96	3
	84	4	96	4	92	6	95	3	96	4
	84	4	96	4	93	3	95	3	96	4
	86	3	97	3	88	11	92	9	95	6
	79	14	93	14	93	3	95	3	94	7
	84	4	96	4	89	9	92	9	94	7
	82	9	95	7	89	9	92	9	94	9
	79	14	93	14	91	7	94	7	94	9
	79	14	93	14	90	8	93	8	93	11
	80	12	94	12	87	13	91	13	93	12
	82	9	95	7	86	14	90	14	93	12
	77	18	92	18	88	11	92	9	92	14
	82	9	95	7	85	20	89	20	92	14
	83	7	95	7	85	20	89	20	92	14
A	75	21	91	20	86	14	90	14	91	17
	83	7	95	7	81	31	86	31	91	17
	75	21	91	20	85	20	89	20	90	19
	79	14	93	14	82	28	87	27	90	19
	74	23	90	23	86	14	90	14	90	19
	74	23	90	23	86	14	90	14	90	19
	77	18	92	18	82	28	87	27	90	23
	72	30	87	30	86	14	90	14	89	24
	74	23	90	23	82	28	87	27	89	24
	73	27	89	27	84	24	88	24	89	24
	73	27	89	27	83	27	87	27	88	27
	74	23	90	23	81	31	86	31	88	27
	72	30	87	30	85	20	89	20	88	27
	73	27	89	27	80	33	86	31	88	30
	70	33	84	33	86	14	90	14	87	31
	76	20	91	20	77	39	82	39	87	32
	68	36	81	36	84	24	88	24	85	33
	70	33	84	33	78	35	84	35	84	34
	69	35	83	35	79	34	85	34	84	34
	71	32	86	32	73	43	80	42	83	36
	61	42	73	42	84	24	88	24	81	37
	65	37	78	37	78	35	83	37	81	37
	65	37	78	37	77	39	82	39	80	39
	63	40	76	40	76	41	81	41	79	40
	61	42	73	42	78	35	84	35	79	40
	61	42	73	42	78	35	83	37	78	42
	64	39	77	39	63	45	75	45	76	43
	58	45	70	45	74	42	80	42	75	44
	57	46	69	46	68	44	77	44	73	45
E	63	40	76	40	50	47	68	47	72	46
D	56	47	68	47	58	46	72	46	70	47

HOW DO THEY CALCULATE MY ATAR?

NESA supplies UAC with both your raw and moderated Assessment Marks and your raw and aligned Examination Marks along with your final HSC Mark. It is the **raw** marks that end up being scaled.

It is not possible to simply add up your marks to calculate an overall measure of achievement, as the same mark in different courses do not necessarily reflect the same position in the different courses.

We shall use Student A as an example and calculate their ATAR.

Student A received the following results in the HSC.

Subject	Units	Raw* Assess	Mod Assess	Raw* Exam	Aligned Exam Mark	HSC Mark	Band
English (Advanced)	2	80	90	73	85	88	5
Basket Weaving	2	75	91	86	90	91	6
Basket Weaving Extension	1	36/50	37/50	33/50	41/50	39/50	E3
Discovery of Time	2	68	87	64	88	88	5
Gastronomy	2	77	93	66	91	92	6
Library Studies	2	91	94	84	92	93	6
Materials, Machines & Men	2	84	89	67	86	88	5

* students do not receive either the raw assessment or the raw exam marks

The following table demonstrates how similar marks do not necessarily represent similar positions in different courses:

Subject	Units	HSC Mark	HSC Median	Percentile
English (Advanced)	2	88	80	84
Basket Weaving	2	91	75	94
Basket Weaving Extension	1	39/50	42/50	38
Discovery of Time	2	88	84	61
Gastronomy	2	92	85	75
Library Studies	2	93	77	95
Materials, Machines & Men	2	88	75	84

From the table above you can see that;

- Although the English Advanced and the Basket Weaving Extension results differ by only 10%, the percentiles are vastly different.
- Discovery of Time and Materials, Machines & Men have the same HSC Mark, yet the percentiles differ by 23%
- For most 2 Unit courses, the median HSC Mark is in Band 4.

Remember your position and your mark in a course depend how well **you** have done in that course **and** how well **other** students have done in that same course.

The marks in different courses are **NOT** comparable. They cannot just be added together to derive your ATAR. Some form of adjustment must be carried out before an **overall** measure of achievement can be determined. This method is called **scaling**.

Scaling is a complicated process, which attempts to determine what your marks would have been if **all** students attempted **all** courses.

Our example of Student A uses real data from students at Baulkham Hills High School, however the names of the subjects have been altered so as to not bias the selection of subjects by students. The exception is English (Advanced), as this subject is compulsory.

This example attempts to give a ‘simple’ demonstration of scaling, those more interested in how scaling works should refer to **The Report On The Scaling Of The 2024 NSW Higher School Certificate** produced by UAC <https://www.uac.edu.au/media-centre/publications/report-on-the-scaling-of-the-2024-nsw-higher-school-certificate>

Step 1: For each course the **strength** of the competition is calculated first.

- The scaled mean, based on the average academic achievement of all students who did the course. This is determined by the marks of students in **all** of their courses.

Subject	Units	HSC Mean	Scaled Mean
English (Advanced)	2	79.4	63.6
Basket Weaving	2	74.4	53.4
Basket Weaving Extension	1	40.7/50	35.4/50
Discovery of Time	2	81	79
Gastronomy	2	82.4	87.2
Library Studies	2	75.4	51
Materials, Machines & Men	2	74	60.4

- The average scaled mean is across 2-unit courses is 50. If a course candidature is strong academically, the scaled mean will be higher than the average scaled mean.
 - Courses dominated by high-achieving students, such as Extension courses, will be scaled positively. Courses with many students who do not perform well in their subjects will be scaled negatively.
 - Student A has chosen a majority of courses that are typically selected by high-achieving students, as you would expect from a student at a selective high school.
 - Notice that most of the scaled means are lower than the HSC mean. This is normal, remember the HSC and the ATAR are measuring different things.
- The spread of marks is also based on the average academic achievement of all students who did the course.

Note: Extension means and spreads are determined by the performance of Extension students on the corresponding 2 Unit course. Similarly, Mathematics Extension 2 is based upon the Extension 2 student's performance in Extension 1, as they do not sit the 2 Unit paper.

- The maximum possible scaled mark in a course in 2024, was determined by the scaled mean plus 2.47 times the scaled deviation (spread) or 100, whichever is smaller. The number, 2.47, is determined on the basis that the maximum possible scaled mark in the 2-unit English (Advanced) Course is set at 100. This number is recalculated each year.

Subject	Units	Maximum HSC Mark	Maximum Scaled Mark
English (Advanced)	2	98	100
Basket Weaving	2	99	100
Basket Weaving Extension	1	50/50	50/50
Discovery of Time	2	100	100
Gastronomy	2	100	100
Library Studies	2	98	100
Materials, Machines & Men	2	99	100

Step 2: The next step involves **scaling** the HSC Marks, based upon the figures calculated in Step 1. Student A's marks were scaled as follows;

Subject	Units	Raw Exam Mark	HSC Mark	Scaled Mark
English (Advanced)	2	73	88	81
Basket Weaving	2	86	91	83.6
Basket Weaving Extension	1	33/50	39/50	35.6/50
Discovery of Time	2	64	88	87.8
Gastronomy	2	66	92	95.2
Library Studies	2	84	93	86
Materials, Machines & Men	2	67	88	81

Your scaled marks are likely to be lower than your corresponding HSC Mark. This is normal, keep reminding yourself that the HSC and the ATAR are measuring different things.

Step 3: The next step is to calculate the aggregate score, out of 500. Add your best two units of English plus the best eight units from your remaining courses.

Best two units of English =	81	English (Advanced)
Plus next best eight units	95.2	Gastronomy
	87.8	Discovery of Time
	86	Library Studies
	83.6	Basket Weaving
Total =	433.6	

Student A calculates their aggregate to be **433.6**

Some things to note from this;

- **You cannot underestimate the importance of English.** Even though the scaled mark for English was amongst the worst of Student A's results, it had to be included.
- Two of the worst Raw Exam Marks, Discovery of Time and Gastronomy, turned out to be the best two scaled marks.
- You need to think carefully before deciding to **drop** any subjects, can you be sure you are not actually getting rid of one of your best results. **ALWAYS** talk to your teachers before making a decision, they have the experience to give you an idea of what sort of result you might expect.

Step 4: The aggregate is now used to determine what position you are, compared to other students, including all students who entered Year 7 at the same time as you, even if they did not sit the HSC.

This table shows the minimum aggregate required to score particular ATARs

ATAR	Lowest Aggregate Required				
	2024	2023	2022	2021	2020
99.95	477.4	479.8	478.1	478.8	478.1
99.50	455.9	459.3	459.9	458.7	458.8
99.00	445.6	449.5	449.1	448.0	447.8
98.00	431.6	435.0	434.3	433.7	433.8
95.00	403.5	405.5	404.6	404.8	404.2
90.00	369.2	370.0	368.9	369.8	370.1
85.00	340.2	340.2	338.9	340.2	341.8
80.00	312.6	313.0	310.9	313.5	315.8
75.00	286.2	287.4	285.2	288.0	290.8
70.00	260.6	261.8	259.5	263.8	267.2
65.00	235.4	236.8	234.4	239.8	244.1
60.00	210.1	212.5	210.4	217.2	221.1
55.00	185.3	188.2	186.4	195.4	198.3
50.00	160.6	164.3	162.8	172.8	175.5

Student A received an ATAR of 98.25

Remember: The ATAR is designed ONLY to be used as a possible indicator of readiness for university study. There is no notion of pass or fail.

SOME FREQUENTLY ASKED QUESTIONS ABOUT THE ATAR.

Does the school I attend matter?

No. The school attended does not feature in the ATAR calculation. The ATAR calculation is based only on marks provided by the Board; no other information is used.

Are certain courses always ‘scaled down’?

No. Scaling is carried out afresh each year; if the quality of the candidature changes, the scaled mean will also change.

Is it true that if I study this course I can’t get a high ATAR?

No, there are students in every course who achieve high ATARs.

What impact did the variation in patterns of HSC marks have on the ATAR calculations?

None. It is the raw HSC marks rather than the aligned HSC marks that are scaled. The fact that the percentage of students who are placed in Performance Band 6 differs across courses has no effect on the calculation of the ATAR.

Which course should I study?

Do not choose courses on the basis of what you believe are the likely effects of scaling. Choice of which courses to study should be determined only by your interests, your demonstrated abilities and the value of courses for your future career plans. The scaling process is designed to allow students to choose according to these principles and not, as far as university selection is concerned, be disadvantaged by their choice. It treats all students on their merits.

If UAC counts my best 9 units plus a 2 unit Course, how do they work out the aggregate?

Whilst you look at a 2 Unit result as one mark out of 100, UAC sees it as two marks out of 50, and so in this situation they would just use one of those marks to make up the best 10.

SECTION 2 – COURSES OFFERED

HSC BOARD DEVELOPED COURSES OFFERED AT BAULKHAM HILLS AND WHICH FACULTY CAN ANSWER YOUR QUESTIONS ABOUT THE COURSES

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PRELIMINARY BOARD ENDORSED COURSES OFFERED AT BAULKHAM HILLS (All subjects are studied at a 1 unit level)

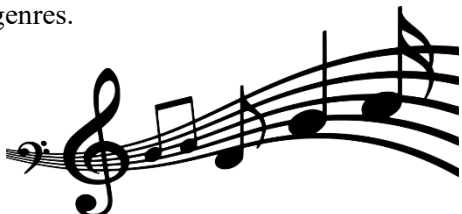
Faculty	Preliminary/HSC Courses	Page
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Courses for Year 11 in 2026 will only proceed if sufficient numbers of students select them.

CREATIVE ARTS

Course: Drama (2 unit)	Course No: 15090
Prerequisites: nil Exclusions: nil	
What is HSC Drama? This course provides students with the opportunity to engage in collaborative and individual experiences to develop skills in interpretation, communication, performance and critical analysis. Students engage with the cultural traditions and social contexts of drama and theatre through critical study and experiences in practical workshop activities and performances. Key Components of Preliminary Drama • Looking at Making, Performing and Critically Studying: • Play building and Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles • Improvisation Key Components of HSC Drama • Individual Project - 30% ○ Critical Analysis ○ Design (Costume, Promotions, Set, Lighting) ○ Performance ○ Scriptwriting ○ Video Drama • Group Devised Project - 30% • Studies in Drama and Theatre - 20% • Australian Drama and Theatre – 20%	
Who should choose Drama? • You do not need to be really “dramatic” to study drama. But enjoying performing is a good thing. • You do not need to have studied drama in Years 9 & 10 to study it for Years 11 & 12. But my child does not want to be the next Leonardo Di Caprio or Julia Roberts The skills developed in Drama are essential to almost every career. Being able to communicate effectively, collaborate and think critically are all key to success in university and the workforce.	



Course: Music 2 (2 unit)	Course No: 15300
Exclusions: Music 1	
What is HSC Music 2? This course provides students with the opportunity to study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students nominate one elective study in performance, composition or musicology. This course focuses assumes students have some prior knowledge of music. Key Components of Preliminary Music 2 In the Preliminary course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary course, the Mandatory Topic is Music 1600–1900. The Additional Topic is chosen from a list of six topics which covers a broad range of styles, periods and genres. Key Components of HSC Music 2 In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. The Additional Topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres. 	
Who should choose Music 2? • You don't need to have studied Music in Years 9 & 10 to study it for Years 11 & 12. • Do you play in the school bands? Why not extend your knowledge and choose Music as a subject?	

Course: HSC Music Extension Course (1 unit)	Course No: 15310
Prerequisite: Music 2	
Exclusions: Music 1	
Note: May be studied in Year 12	
What is Extension Music? This course provides students with the opportunity to build on Music 2 and assumes a high level of music literacy. Students will specialise in Performance, Composition or Musicology. Course Description The Music Extension course builds on Music 2 and assumes a high level of music literacy as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student. <i>Extension Music only requires high level of skills in the students chosen area. Performance, Composition or Musicology.</i> Students who have not studied Music in Stage 5 please see Ms Kim for further information.	
Particular Course Requirements Performance: A 20-minute performance program of two solo pieces and one ensemble piece. OR Composition: Two compositions with the time limit of 6 minutes together. OR Musicology: 3000-word essay completed throughout the course	
Who should choose Extension Music? Music 2 students (studied concurrently with HSC Music 2 course) or at the completion of the HSC course in Music 2 for those students undertaking acceleration	



Course: Visual Arts (2 unit)	Course No: 15400
Prerequisite: nil Exclusions: nil	
What is HSC Visual Arts? This course provides students with the opportunity to develop their own artworks, culminating in a 'Body of Work' in the HSC course. Students engage in critical and historical study of the art world to investigate artists, artworks, worlds and audiences from a range of cultural, political, historical and social perspectives and use these to inform their own art making practices. Preliminary Course learning opportunities focus on: • the nature of practice in art making, art criticism and art history through different investigations • the role and function of artists, artworks, the world and audiences in the art world • the different ways the visual arts may be interpreted and how students might develop their own informed points of view • how students may develop meaning and focus and interest in their work • building understandings over time through various investigations and working in different forms. HSC Course learning opportunities focus on: • how students may develop their practice in art making, art criticism, and art history • how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations • how students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations • how students may further develop meaning and focus on their work.	
Who should choose Visual Arts? • You do not need to be really “artistic” to study Visual Arts. But enjoying the visual arts is a good thing. • You do not need to have studied Visual Arts in Years 9 & 10 to study it for Years 11 & 12. But my child does not want to be the next Da Vinci or Picasso The skills developed in Visual Arts are essential to almost every career. Being able to communicate effectively, evaluate and think critically are all key to success in university and the workforce.	

ENGLISH

Course: English (Advanced) (2 unit)	Course No: 15140
NOTE: all students at Baulkham Hills must study English (Advanced) as a minimum	
Course Description In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and digital texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values. The Year 11 course requires students to support their study of texts with their own wide reading, In the HSC English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts. Students study FOUR types of prescribed texts .	
Main Topics Covered Preliminary Course – The course has three sections: • Common module : Reading to Write – here students undertake intensive and close reading of quality texts from a variety of modes to develop skills and knowledge necessary to appreciate and evaluate texts. Central to this module is developing considered and thoughtful writing and judicious reflection on students’ skills. • Module A : Narratives that Shape our World and Module B: Critical Study of Literature - in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. HSC Course – The course has two sections: • The HSC Common module : Texts and Human experiences common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis. • Modules A and B which emphasise particular aspects of shaping meaning and representation, focusing on perspectives and requiring detailed analytical and critical knowledge. • Module C : The Craft of Writing which aims to strengthen and extend students’ knowledge , skills and confidence as accomplished writers.	
Particular Course Requirements In the Preliminary English (Advanced) Course students are required to: • study Australian texts including Aboriginal and Torres Strait Islander authors as well as texts written about intercultural experiences and peoples and cultures of Asia • explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, digital texts • undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts • integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate • engage in the integrated study of language and text. HSC English (Advanced) Course requires the close study of: • Four types of prescribed text, one drawn from each of the following categories: texts drawn from: Shakespearean drama; prose fiction OR print nonfiction; drama OR poetry. The remaining text may be film, media or digital text or may be selected from the previous categories. • a wide range of additional related texts and textual forms. • Students must study ONE related text in the common module : Texts and human experiences	

Course: English Extension 1 (1 unit)	Course No: 15160
Prerequisite: English (Advanced)	
Course Description English Extension is designed for students undertaking English (Advanced) who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways. They are avid and independent readers. In the Preliminary English (Extension) Course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed. In HSC English Extension Course 1, students evaluate how ideas and ways of thinking are shaped by personal, cultural, social and historical contexts.	
Main Topics Covered Preliminary Course The course has one mandatory section: Module: Texts, Culture and Value. All students are required to undertake the related research project which provides them with opportunities to develop independent investigation and critical and creative thinking. They also develop an understanding of research methodologies. HSC Course The course has one common module Literary Worlds with one elective option. Students complete one elective chosen from : • Elective 1 :Literary homelands • Elective 2 :Worlds of upheaval • Elective 3:Reimagined worlds • Elective 4:Literary mindscapes • Elective 5:Intersecting worlds	
Particular Course Requirements In the Preliminary English (Extension) Course students are required to examine a key text from the past and its manifestations in one or more recent cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media. HSC English Extension 1 requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2021–2023 Modules, Electives and Texts).	

Course: English Extension 2 (1 unit)	Course No: 15170
Prerequisite: English (Advanced) & English Extension 1	
Note: May be studied in Year 12	
Course Description In HSC English Extension Course 2, students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.	
Main Topics Covered The course requires students to complete a sustained, cohesive extended composition and a Reflection Statement .	
Particular Course Requirements HSC English Extension 2 requires completion of a Major Work and a statement of reflection as well as keeping the Major Work Journal.	

HISTORY

Course: Ancient History (2 units)	Course No: 15020
Exclusion: nil	
Course Description The study of Ancient History involves the use of higher order thinking skills such as synthesis, analysis and evaluation and the development of skills in research, use of evidence and argument. These skills are extremely useful for university education, especially courses in arts, politics law and medicine. The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists. The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.	
Main Topics Covered Preliminary Course may consist of the following components: • Case Studies including: the ethical study of Human Remains, Palmyra and the Silk Road (Syria), the Siege of Troy, Human Sacrifice, Egyptian Tombs. • Studies of Ancient Societies: Celtic Britain (Boudicca), Deir el-Medina (Egypt), Greek Society, Roman Society (The Colosseum) or the Maya. • Comparative Thematic Study: Power and Image (e.g. Alexander vs. Xerxes or Boudicca vs. Zenobia), Death and Funerary Customs (e.g. Egypt vs. India) or War and Weaponry (e.g. Greece vs. Persia) etc. • Historical Investigation – Personal Interest Project HSC Course consists of the following components: • Core Study: Cities of Vesuvius - Pompeii and Herculaneum. • Personalities and their times. Qin Shihuangdi or Hatshepsut is studied at this school. • Ancient Societies. Spartan society or Han Dynasty Chinese society is studied at this school. • Historical Periods. New Kingdom Egypt or The Augustan Age is studied at this school.	
NOTE: Ancient History and Modern History are two very different courses. Many students elect to study both.	



Course: History Extension (1 unit)	Course No: 15280
Prerequisite: either Ancient History or Modern History	
Note: May be studied in Year 12	
Course Description HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part I of the course, students investigate the question ‘What is History?’ through a variety of readings and through one case study (Elizabeth I or Cleopatra VII). In Part II, students design, undertake and communicate their own personal historical inquiry in the form of a major work.	
Main Topics Covered Part I: What is History? (60% of course time) Key questions: • Who are the historians? • What are the aims and purposes of history? • How has history been constructed and recorded over time? • Why have the approaches to history changed over time? Part II: History Project (40% of course time) An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.	
Particular Course Requirements The Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course	



Course: Studies of Religion I (1 unit)	Course No: 15370
Exclusion: Studies of Religion II	
Course Description This subject is not a study of religion, like Scripture, but an objective study of religion its role in society. It is a course that emphasizes the development of the skills of analysis, independent research, collaborative and effective learning.  Students studying this course will be “empowered” to become a critically reflective life-long learner and prepared for their HSC and Tertiary studies. Studies of Religion will look at the role of religion in both Ancient and Modern societies. It will enable students who live in a “multifaith and multicultural society” to gain a broad understanding of religions and its influence on the social and political structures of a society, from South America to Asia to Europe. The course enables students to come to an understanding that each religious tradition has its own integrity and contributes to a well-ordered society. An appreciation of a society is enhanced by understanding religion and its influences on human behaviour and its interaction within its culture. Main Topics Covered Preliminary Course • Nature of Religion and Beliefs - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life. • Two Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism ○ Origins ○ Principal beliefs ○ Sacred texts and writings ○ Core ethical teachings ○ Personal devotion/expression of faith/observance HSC Course • Religion and Belief Systems in Australia post-1945 - Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today. • Two Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism ○ Significant people and ideas ○ Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics ○ Significant practices in the life of adherents.	

Course: Studies of Religion II (2 units)	Course No: 15380
Exclusion: Studies of Religion I	
Course Description This subject is not a study of religion, like Scripture, but an objective study of religion its role in society. It is a course that emphasizes the development of the skills of analysis, independent research, collaborative and effective learning. Students studying this course will be “empowered” to become a critically reflective life-long learner and prepared for their HSC and Tertiary studies. Studies of Religion will look at the role of religion in both Ancient and Modern societies. It will enable students who live in a “multifaith and multicultural society” to gain a broad understanding of religions and its influence on the social and political structures of a society, from South America to Asia to Europe. The course enables students to come to an understanding that each religious tradition has its own integrity and contributes to a well- ordered society. An appreciation of a society is enhanced by understanding religion and its influences on human behaviour and its interaction within its culture.	
Main Topics Covered Preliminary Course • Nature of Religion and Beliefs - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life. • Three Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism ○ Origins ○ Principal beliefs ○ Sacred texts and writings ○ Core ethical teachings • Religions of Ancient Origin - The response to the human search for ultimate meaning in two religions of ancient origin from: ○ Aztec or Inca or Mayan ○ Celtic ○ Nordic ○ Shinto ○ Taoism ○ an Indigenous religion from outside Australia ○ Religion in Australia pre-1945 - The arrival, establishment and development of religious traditions in Australia prior to 1945. HSC Course • Religion and Belief Systems in Australia post-1945 - Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today. • Two Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism ○ Significant people and ideas ○ Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics ○ Significant practices in the life of adherents. • Religion and Peace - The distinctive response of religious traditions to the issue of peace ○ Religion and Non-Religion - The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.	



LANGUAGES

Course: French Continuers (2 units)

Course No: 15680

Prerequisite: Stage 5 French or equivalent knowledge is assumed

Why continue studying French?

Ready to take your French skills to the next level? The *French Continuers* course in Years 11 and 12 is your chance to build on everything you've learned in the junior years— and turn it into something truly powerful. You'll grow into a confident communicator, deepen your understanding of diverse cultures, and open up a world of opportunities for study, travel, and future careers.

What you will learn

This course is built around real-life themes and topics that matter to you and your future. You will develop your speaking, listening, reading, and writing skills through engaging tasks and authentic materials — from conversations and articles to film, music, and more. By the end of the course, you will be able to:

- Communicate clearly and confidently in French
- Understand and appreciate French-speaking cultures from around the globe
- Use your language skills in real-world situations — including future careers
- Reflect on how language works (including your own!)

Themes we will explore:	Topics we will delve into:
The individual	• Who you are and what makes you unique • Friendships, family, and relationships • Your school life, goals, and future dreams • Hobbies, sport, and how you spend your free time
The French-speaking communities	• Daily life and cultural traditions around the French-speaking world • French cinema, music, and pop culture
The changing world	• Travel, tourism, and exploring the globe • Work and career pathways • Youth issues and global challenges

During Year 11 and Year 12, you can connect with French speakers & culture in Sydney through our incursions and excursions. Some of our past activities include;

- Speaking and cultural workshops at the Alliance Francaise, Sydney
- French Film viewing at Hayden Orpheum Picture Palace in Cremorne.
- Lunches at French restaurants such as Four Frogs Crêperie, Mosman and The Little Snail, in Pyrmont.

Your Future with French

Studying French Continuers isn't just about school — it's about unlocking a global mindset. French is spoken on every continent and valued in industries like tourism, diplomacy, fashion, journalism, translation, and international relations.

Whether you're dreaming of a career overseas, looking for an edge in university applications, or just want to travel the world with confidence, this course will get you there. Talk to your French teachers to find out more and discuss your subject selection.

Course: Japanese Continuers (2 units)	Course No: 15830								
Prerequisite: Stage 5 Japanese or equivalent knowledge is assumed									
Course Description The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts. This courses will: • further develop the language skills acquired in the junior school, i.e. effective communication in the target language, understanding, reading and writing. • promote an appreciation of other ways of life and cultures. • reach a level whereby students will be able to use their language skills efficiently in the workplace, in whichever field they may choose. • make students aware of how their own language functions									
<table border="1"> <thead> <tr> <th>Prescribed Themes</th><th>Mandatory Topics</th></tr> </thead> <tbody> <tr> <td>The individual</td><td> • Personal world • Daily life • Leisure • Future plans </td></tr> <tr> <td>The Japanese-speaking communities</td><td> • Travelling in Japan • Living in Japan • Cultural life </td></tr> <tr> <td>The changing world</td><td> • The world of work • Current issues </td></tr> </tbody> </table>		Prescribed Themes	Mandatory Topics	The individual	• Personal world • Daily life • Leisure • Future plans	The Japanese-speaking communities	• Travelling in Japan • Living in Japan • Cultural life	The changing world	• The world of work • Current issues
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The individual	• Personal world • Daily life • Leisure • Future plans								
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The changing world	• The world of work • Current issues								
Students' language skills are developed through tasks such as: • Conversation • Responding to an aural stimulus • Responding to a variety of written material • Writing for a variety of purposes • Studying the culture of Japanese-speaking communities through texts.									
In all senior courses language structures are treated through authentic texts and contexts so that students gain a greater insight into the people and society of the language chosen.									

Course: HSC Japanese Extension (1 unit)	Course No: 15850
Prerequisite: Japanese Continuers	
Note: May be studied in Year 12	
Course Description The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Japanese language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression.	
Theme The individual and contemporary society.	
Prescribed Issues: • Connectedness • Journeys • Diversity of values	
Prescribed Text: Text type: Film Title: Like Father, Like Son Director: Hirokazu Koreeda	
Students' knowledge and understanding of the issues are developed through tasks such as: • discussing issues in prescribed and related texts • presenting points of view on issues • analysing aural and written texts.	

Course: Korean Beginners (2 units)	Course No: 15870
Prerequisite: Nil	
Course Description The Korean Beginners Stage 6 course is a two-year program designed for students who wish to start learning Korean at the senior secondary level. It is intended for those with little to no prior experience in Korean, whether spoken or written, or whose exposure is limited to 100 hours or less in Stage 4 or 5. This courses will: • develop students' linguistic and intercultural skills to communicate effectively in Korean in everyday situations. • interpret and respond to various texts by applying their understanding of Korean language and culture • create and present texts in Korean for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.	
The following perspectives and topics are prescribed for both the preliminary and HSC courses.	
Prescribed Themes	Mandatory Topics
The Personal World	• Family life, home and neighbourhood • People, places and communities • Education and work
The Korean-speaking communities	• Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations
Students’ language skills are developed through tasks such as: • Conversation • Responding to an aural stimulus • Responding to a variety of written material • Writing for a variety of purposes • Studying the culture of Japanese-speaking communities through texts.	
In all senior courses language structures are treated through authentic texts and contexts so that students gain a greater insight into the people and society of the language chosen.	

Course: Latin Continuers (2 units)	Course No: 15900
Prerequisite: Stage 5 Latin or equivalent knowledge is assumed	
Course Description Latin was the language of the Roman people who established an empire and a civilisation whose literature was regarded as a model by succeeding generations. The study of Latin provides students with access not only to the culture, thought and literature of Ancient Rome, but also to the continuing influence of Latin on the languages, cultures, literatures and traditions which have derived from them. The Romans produced a wide variety of works of literature, ranging from private letters to national epics. This literature is certainly of historical interest, allowing us to understand the Romans – their interests, beliefs and values. However, it also has a universal appeal, exploring themes that are still relevant today. It is impossible to appreciate this literature fully without reading it in the original Latin and experiencing the language and style of the Romans themselves. The influence of Latin literature can be seen in Western literature, which contains a wealth of reference to Roman mythology, history and writing, and whose forms are a direct development of Latin genres.	
Preliminary Course The preliminary course is structured to provide students with opportunities to read original Latin texts to develop the skills necessary to study the prescribed texts for the HSC course, and to translate unseen texts. Students extend their vocabulary, consolidate their language skills and continue their study of linguistic features. Students also begin to appreciate the purpose and point of view of different authors and their effective use of language.	
HSC Course The HSC course is designed to allow students to apply and extend their knowledge and skills gained through a wider reading of authors in the Preliminary course to a detailed study and analysis of two prescribed texts, one in verse and one prose. Students will also translate unseen passages of original Latin. The poetry text studied in the HSC are Vergil's Aeneid, an epic poem documenting the mythological fall of Troy and foundation of Rome. The prose text is a speech by Roman lawyer and politician Cicero, whose documentation of the Roman legal system and displays of philosophy and rhetoric largely inspired the European Renaissance. To prepare for reading these texts in detail, students will spend the Preliminary year reading a variety of Latin texts from genres including history, myth and rhetoric.	

Course: HSC Latin Extension (1 unit)	Course No: 15910
Prerequisite: Latin Continuers	
Note: May be studied in Year 12	
Course Description The Extension course extends students' knowledge and understanding of Latin literature and language. It develops students' ability to analyse and respond critically to Latin texts.	
Prescribed text The prescribed texts in the Extension course are selections from within a genre. The genres rotate between historiography, elegy, lyric poetry and satire.	
Non-prescribed text Students will also demonstrate their knowledge of Latin through the translation of non-prescribed, or unseen, texts from within the prescribed genre.	
Students' knowledge and understanding are developed through analysis of: • literary features • context • ideas, beliefs, arguments and practices • language and linguistic features of these texts	

MATHEMATICS

Course: Mathematics Advanced (2 units)	Course No: 15255																
NOTE: Mathematics is NOT compulsory in Years 11 & 12																	
Course Description The Mathematics Advanced course is a calculus-based course focused on mathematical ways of viewing the world to investigate concepts, such as order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to explore mathematical problems through observation, reflection and reasoning. All students studying the Mathematics Advanced course will sit for an HSC examination. The study of Mathematics Advanced in Stage 6: • develop knowledge, understanding and skills in Working mathematically and communicating concisely precisely • consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling • gain an appropriate mathematical background for future pathways which involve mathematics and its applications at the tertiary level.																	
Main Topics Covered																	
<table><tr><th>Preliminary Course</th><th>HSC Course</th></tr><tr><td>1. Working with functions</td><td>1. Further graph transformations and modelling</td></tr><tr><td>2. Graph transformations</td><td>2. Differential calculus</td></tr><tr><td>3. Trigonometry and measure of angles</td><td>3. Integral calculus</td></tr><tr><td>4. Trigonometric identities and equations</td><td>4. Applications of calculus</td></tr><tr><td>5. Introduction to Differentiation</td><td>5. Sequences and series</td></tr><tr><td>6. Exponential and logarithmic functions</td><td>6. Random variables</td></tr><tr><td>7. Probability and data</td><td>7. Financial mathematics</td></tr></table>	Preliminary Course	HSC Course	1. Working with functions	1. Further graph transformations and modelling	2. Graph transformations	2. Differential calculus	3. Trigonometry and measure of angles	3. Integral calculus	4. Trigonometric identities and equations	4. Applications of calculus	5. Introduction to Differentiation	5. Sequences and series	6. Exponential and logarithmic functions	6. Random variables	7. Probability and data	7. Financial mathematics	
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7. Probability and data	7. Financial mathematics																
Length of Course The Mathematics Course will involve 6 periods per week in both Years 11 & 12																	

Course: Mathematics Extension 1 (1 unit)	Course No: 15250														
Prerequisite: Mathematics Advanced															
Note: This course is designed for those students with a high level of ability in Mathematics. It is expected that students attempting this course have been regularly achieving marks of 70% to 75% or higher.															
Course Description The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. All students studying the Mathematics Extension 1 course will sit for an HSC examination. Through the study of Mathematics Extension 1, students: • develop thorough knowledge, understanding and skills in Working mathematically and in communicating concisely and precisely • develop rigorous mathematical arguments and proofs, and use mathematical models extensively • develop awareness of the interconnected nature of mathematics, its beauty and its functionality • gain an appropriate mathematical background for future pathways that may involve mathematics and its applications. • provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level • 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.															
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Length of Course The Mathematics Course plus the Mathematics Extension 1 Course will involve 9 periods per week in both Years 11 & 12															

Course: Mathematics Extension 2 (1 unit)	Course No: 15260
Prerequisite: Mathematics Advanced & Mathematics Extension 1	
Note: May be studied in Year 12 The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject. The number of classes formed in Year 12 will be dependent upon the final Year 11 results.	
Course Description The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum. All students studying the Mathematics Extension 2 course will sit for an HSC examination. The study of Mathematics Extension 2 in Stage 6: • enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration • provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts • provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level • provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.	
Main Topics Covered The main focus areas of study are: • Proof • Further work with vectors • Introduction to complex numbers • Using complex numbers • Further integration • Applications of calculus to mechanics	
Length of Course The Mathematics Course plus both the Mathematics Extension 1 & Extension 2 Courses will involve 9 periods per week in Years 11 & 12 periods per week in Year 12.	

PD/H/PE

Course: Health and Movement Science (2 units)		Course No:
Prerequisite: nil		Cost: May incur some excursion costs
Course Description		
Health and Movement Science draws on a multitude of fields and the application of scientific concepts to actively engage students in learning about the factors that influence health and movement. Students investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students explore the factors that influence movement and performance and develop the skills to enhance movement for themselves and others throughout their lifetime. The study of health sciences draws on epidemiology, dimensions and determinants of health, and social justice principles. This enables students to think critically about the equity, access and sustainability of health and wellbeing for individuals and communities. Health promotion is explored as a way to improve health for individuals and communities. Students investigate the United Nations Sustainable Development Goals (SDGs), which represent an ambitious vision of a healthier, more prosperous, inclusive and resilient world. The World Health Organization (WHO) views health promotion as a means to achieving the SDGs. Learning about the movement sciences involves exploring and thinking critically about the interrelationships between anatomy, physiology, biomechanics, psychology, sociology, nutrition, skill acquisition, injury prevention and rehabilitation. Students will be given opportunities to explore the relationship between performance and these concepts in both theoretical and practical activities to extend upon their understanding and knowledge. Students will develop the skills required to take an active role in the health and skill development of themselves and others. During Year 11, students will be required to complete a collaborative investigation. This provides opportunities for students to develop knowledge and skills to support their own and others' health and movement beyond the syllabus in an area of their interest. It allows students to manage their own learning and to become flexible, critical thinkers, problem-solvers and decision-makers. The Collaborative Investigation provides students with the opportunity to adopt an informed point of view when responding, by speculating, critiquing, analysing, interpreting and constructing possible meanings for their own and others' health, physical activity levels and performance.		
Main Topics Covered		
The pattern of study at Baulkham Hills includes: <u>Preliminary Course topic areas of study:</u> • Health for Individuals and Communities • The Body and Mind in Motion • A Collaborative Investigation <u>HSC Course Core topic areas of study:</u> • Health in an Australian and Global Context • Training for Improved Performance •		
Possible Career Choices would include all the medical fields including physiotherapy, psychology, prosthetist, epidemiological experts and paramedical fields.		

SCIENCE

THIS INFORMATION IS FOR;
• BIOLOGY • CHEMISTRY • PHYSICS
During the Course: • 15 hours must be allocated to depth studies within the 120 indicative course hours in Modules 1-4 (Year 11 Course) • 15 hours must be allocated to depth studies within the 120 indicative course hours in Modules 5-8 (Year 12 Course) At least one depth study must be included in both Year 11 and Year 12
Course Requirements Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. Practical investigations include: • undertaking laboratory experiments, including the use of appropriate digital technologies • fieldwork. Secondary-sourced investigations include: • locating and accessing a wide range of secondary data and/or information • using and reorganising secondary data and/or information.

Course: Biology (2 units)	Course No: 15030		
Prerequisite: nil			
Biology is the study of living things; how they function and interact with each other. Advances in the biological sciences are currently offering the greatest challenges to our culture and society. The new syllabus (2021) explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world. Working Scientifically processes permeate both Year 11 and Year 12 courses to develop scientific investigative skills focussing on developing problem-solving and critical thinking skills to understand and support the natural environment. Students are provided with opportunities to design and conduct biological investigations both individually and collaboratively. Year 11 Outcomes: Students: • develop knowledge and understanding of the structure and function of organisms • develop knowledge and understanding of the Earth's biodiversity and the effect of evolution Year 12 Outcomes: Students: • develop knowledge and understanding of heredity and genetic technologies • develop knowledge and understanding of the effects of disease and disorders The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries.			
Main Topics Covered <table border="0"> <tr> <td style="vertical-align: top;"> Year 11 Course • Working Scientifically Outcomes 11-1 to 11-7 Knowledge and Content Outcomes: 11-8 through to 11-11 • Cells as the Basis of Life. Biochemical processes and microbiology are introduced to examine cells as the basis of life. • Organisation of Living Things Examination of transport systems within multicellular organisms. • Biological Diversity Investigation into the importance of biodiversity and adaptations. • Ecosystem Dynamics The study of ecosystem dynamics integrates a range of data that can be used to predict environmental change into the future. </td><td style="vertical-align: top;"> Year 12 Course • Working Scientifically Skills Outcomes 12-1 to 12-7 Knowledge and Content Outcomes 12-12 to 12-15 • Heredity Reproduction, inheritance and contemporary work of geneticists are explored • Genetic Change Biotechnology and effects of genetic change are investigated • Infectious Disease Treatment, prevention and control of infectious diseases on a local and global scale are investigated. • Non-Infectious Disease and Disorders Students engage with the study of non-infectious disease and disorders, </td></tr> </table>		Year 11 Course • Working Scientifically Outcomes 11-1 to 11-7 Knowledge and Content Outcomes: 11-8 through to 11-11 • Cells as the Basis of Life. Biochemical processes and microbiology are introduced to examine cells as the basis of life. • Organisation of Living Things Examination of transport systems within multicellular organisms. • Biological Diversity Investigation into the importance of biodiversity and adaptations. • Ecosystem Dynamics The study of ecosystem dynamics integrates a range of data that can be used to predict environmental change into the future.	Year 12 Course • Working Scientifically Skills Outcomes 12-1 to 12-7 Knowledge and Content Outcomes 12-12 to 12-15 • Heredity Reproduction, inheritance and contemporary work of geneticists are explored • Genetic Change Biotechnology and effects of genetic change are investigated • Infectious Disease Treatment, prevention and control of infectious diseases on a local and global scale are investigated. • Non-Infectious Disease and Disorders Students engage with the study of non-infectious disease and disorders,
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Course: Chemistry (2 units)	Course No: 15050
Prerequisite: nil	
Chemistry is the study of materials and their interactions. It is the science that most influences every aspect of our everyday lives and provides many science-based vocations. The New syllabus (2021) explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. Working Scientifically processes permeate both Year 11 and Year 12 courses to develop scientific investigative skills focussing on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.	
Year 11 Outcomes:	
Students:	
• develop knowledge and understanding of the fundamentals of chemistry • develop knowledge and understanding of the trends and driving forces in chemical interactions	
Year 12 Outcomes:	
Students:	
• develop knowledge and understanding of equilibrium and acid reactions in chemistry • develop knowledge and understanding of the applications of chemistry	
The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise	
Main Topics Covered	
Year 11 Course	Year 12 Course
• Working Scientifically Outcomes 11-1 to 11-7	• Working Scientifically Skills Outcomes 12-1 to 12-7
Knowledge and Content	Knowledge and Content
Outcomes: 11-8 through to 11-11	Outcomes 12-12 to 12-15
• Properties and Structure of Matter Analysis of trends and patterns to predict, separate pure and impure substances. • Introduction to Quantitative Chemistry Gas laws, mole concept and stoichiometry • Reactive Chemistry Types of reactions, Rates of reactions. • Drivers of reactions Gibbs Free Energy, Hess' Law, Entropy and enthalpy	• Equilibrium and Acid reactions Static and Dynamic Equilibrium, factors that affect equilibrium, Equilibrium Constant and solution equilibria (K_{sp}) • Acid/Base reactions Investigation into the qualitative and quantitative properties of acids and bases, • Organic Chemistry Students focus on the principles and applications of chemical synthesis in the field of organic chemistry. • Applying Chemical Ideas Students investigate a range of methods used to identify and measure quantities of organic and inorganic substances.

Course: Physics (2 units)	Course No: 15330
Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions to the size and age of the Universe. Students who study Physics use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions and analyse the interconnectedness of physical entities. The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena Year 11 Outcomes: • develop knowledge and understanding of fundamental mechanics • develop knowledge and understanding of energy. Year 12 Outcomes: • develop knowledge and understanding of advanced mechanics and electromagnetism • develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics. The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of physics as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.	
Main Topics Covered Year 11 Course • Working Scientifically Outcomes 11-1 to 11-7 Knowledge and Content Outcomes: 11-8 through to 11-11 • Kinematics The study of kinematics involves describing, measuring and analysing motion without considering the forces and masses involved in that motion • Dynamics This module develops the key concept that forces are always produced in pairs that act on different objects and add to zero. • Waves and Thermodynamics Students examine mechanical, electromagnetic waves and energy transfer • Electricity and Magnetism Analysis of electric circuits and technological applications Year 12 Course • Working Scientifically Skills Outcomes 12-1 to 12-7 Knowledge and Content Outcomes 12-12 to 12-15 • Advanced Mechanics Study of complex motion • Electromagnetism Charged particles, Motor effect, Induction and applications • The Nature of Light Students examine the theories of Newton, Maxwell and quantum Theory and relativity • From the Universe to the Atom Thomson, Rutherford, Boh and deBroglie, Schrodinger and the Standard Model of matter	

Course: Science Extension (1 unit – Year 12)		Course No: 15345															
Pre-requisite: At least one (up to a maximum of 6 units) of Stage 6 Science courses in Year 11																	
Co-requisite: At least one (up to a maximum of 7 units) of Stage 6 Science courses in Year 12																	
Science Extension is a one-unit course that is designed for Year 12 students with an interest in scientific research. In addition to the content that is covered in the course, students will also engage in a scientific research project which may be mentored by research professionals. They will document their research experience in a research portfolio and produce a scientific research report that highlights their findings. The course consists of 4 modules that integrate the skills of Working Scientifically within the course content and a research project that runs concurrently with the modules taught in the course. This is summarised in the following table: <table><tr><th>Module</th><th>Title</th><th>Scientific Research Project</th></tr><tr><td>1</td><td>The foundations of scientific thinking</td><td rowspan="4">Scientific Research Project runs concurrently with the modules taught in this course</td></tr><tr><td>2</td><td>The scientific research proposal</td></tr><tr><td>3</td><td>The data, evidence and decisions</td></tr><tr><td>4</td><td>The research report</td></tr><tr><td colspan="3">Mandatory Scientific Research Report and Portfolio</td></tr></table> The Scientific Research Report is a result of the student’s own work and must adhere to ethical practices in the collection and analysis of data and the communication of results in line with the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols. The Research Report will be uploaded to NESA prior to the commencement of HSC examinations. Students are required to maintain a portfolio that documents their research experience. All aspects of the research project must be recorded in the portfolio, including discussions with teachers & research mentors, literature searches, planning of experiments, data collection and analysis, as well as conclusions. The portfolio should contain the following sections: • Section 1: Planning • Section 2: Data collection and analysis • Section 3: Reflections			Module	Title	Scientific Research Project	1	The foundations of scientific thinking	Scientific Research Project runs concurrently with the modules taught in this course	2	The scientific research proposal	3	The data, evidence and decisions	4	The research report	Mandatory Scientific Research Report and Portfolio		
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Assessments: The assessments consist of school-based tasks, as well as the HSC examination. The school-based assessments are shown in the following table: <table><tr><th>Assessment Task</th><th>Details</th><th>Weighting (%)</th></tr><tr><td>1</td><td>Research Proposal</td><td>30</td></tr><tr><td>2</td><td>Data Analysis</td><td>30</td></tr><tr><td>3</td><td>The Research Report</td><td>40</td></tr></table> The HSC examination is an online test (2 hr + 10 minutes reading time). Students will have access to their research report during the examination.			Assessment Task	Details	Weighting (%)	1	Research Proposal	30	2	Data Analysis	30	3	The Research Report	40			
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SOCIAL SCIENCES

Course: Business Studies (2 units)	Course No: 15040
Prerequisite: nil	
Course Description Business Studies is a course designed to enable students to participate effectively in a changing business world. The course provides students with an opportunity to bridge the gap between school and work and develop a range of business related skills. Students completing this course will develop general and specific skills including research, analysis, problem solving; decision making, critical thinking and communication. Students interested in careers in business, finance, marketing, commerce and law will find this course interesting and useful.	
Main Topics Covered The Preliminary Course introduces the business environment including business plans, types of businesses, starting a business and the business life cycle. Each student must complete a major research business assignment where they investigate the operations of a local business. The research assignment provides students with first hand knowledge of the business world and gives them the opportunity to apply classroom theory to real business problems • Nature of business (20%) – the role and nature of business • Business management (40%) – the nature and responsibilities of management • Business planning (40%) – establishing and planning a small to medium enterprise The HSC course focuses on business management and the tasks involved in strategic planning, finance, and marketing. In addition, students learn about the legal aspects of employment, occupational health and safety, industrial conflict and the role of global factors in business growth and expansion. • Operations (25%) – strategies for effective operations management • Marketing (25%) – development and implementation of successful marketing strategies • Finance (25%) – financial information in the planning and management of business • Human resources (25%) – human resource management and business performance	
NOTE: • It is not necessary for Business Studies students to have studied Commerce in the junior school. • Economics and Business Studies are two very different courses. Students may elect to study both Economics and Business Studies.	

Course: Economics (2 units)	Course No: 15110
Prerequisite: nil	
Course Description Economics at high school is the study of how the Australian economy works and its position in the global economy. It is primarily concerned with the impact of government policies on individuals, firms and the economy. The key issues studied in the course will be economic growth and quality of life, unemployment, inflation, international trade, income distribution, environmental sustainability and economic management. Economics will benefit students who are interested in tertiary study in the areas of economics, commerce, business, finance, law, marketing, industrial relations, tourism or environmental studies.	
Main Topics Covered Preliminary Course • Introduction to Economics – the nature of economics and the operation of an economy • Consumers and Business – the role of consumers and business in the economy • Markets – the role of markets, demand, supply and competition • Labour Markets – the workforce and role of labour in the economy • Financial Markets – the financial market in Australia including the share market • Government in the Economy – the role of government in the Australian economy. The HSC course is divided into four sections • The Global Economy. Students will learn about differences in economic growth and development between countries in the global economy, international trade and financial flows, international organisations involved in promoting free trade and the reasons why Australia has reduced its tariff levels in recent years. • Australia's Place in the Global Economy. This section of the course covers Australia's Current Account Deficit, Foreign Debt and Exchange Rate. • Economic Issues. Central to any economics course is the need to study current issues. Students will learn how to measure economic growth, inflation, unemployment and income distribution. They will also be required to analyse key issues facing the Australian economy. • Economic Policies and Management. The final section of the course reviews the performance of the government as an economic manager and evaluates the effectiveness of strategies implemented to address economic issues. Students will learn about Fiscal Policy and Monetary Policy and the importance of government decisions in a rapidly changing society.	
NOTE: • It is not necessary for Economics students to have studied Commerce in the junior school. • Economics and Business Studies are two very different courses. Students may elect to study both Economics and Business Studies.	

Course: Geography (2 units)	Course No: 15190
Prerequisite: nil	
Course Description Senior Geography lays the foundation for developing key skills and knowledge to enable learning for now and in the future. Geography will be a useful and interesting course for those students planning a career in environmental management, urban and regional planning, local government, resource management, surveying, travel, hospitality, commerce, tourism and recreation. The Preliminary Course, students will explore and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students will investigate global sustainability, rural and urban places, ecosystems and global biodiversity. The HSC Course builds up on the Preliminary course by providing students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students will investigate global sustainability, rural and urban places, ecosystems and global biodiversity.	
Main Topics Covered Preliminary Course • Earth's natural systems– students investigate the diverse landscapes of the Earth's surface and its distinctive physical features. • People, patterns and processes– students investigate evidence of human diversity across the Earth's surface. • Human–environment interactions - students investigate the global nature of land cover change from temporal and spatial perspectives as they examine the long-term development of natural systems compared to the short time frame of human activity. • Geographical investigation – Students are allocated 20 hours of course time to conduct one Geographical investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools. The HSC course is divided into three sections • Global sustainability: Students learn about one global economic activity and its sustainability. • Rural and urban places: Students learn about the spatial characteristics of diverse types of settlements and the process of urbanisation and urban growth influencing rural and urban places at a global scale. Students study one rural setting, one larger urban settlement and one large city outside Australia. • Ecosystems and global biodiversity: Students learn about the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity. Students investigate 2 different types of ecosystems. Key concepts incorporated across all topics: Place, space, environment, interconnection, scale, sustainability and change	
NOTE: • Geography students will develop a range of skills including map and photograph interpretation, analysis of graphs and statistics, conducting fieldwork activities. • Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.	

Course: Legal Studies (2 units)	Course No: 15220
Prerequisite: nil	
Course Description Legal Studies is a course designed for students interested in understanding the law and how the law relates to everyday life. Many people in society are confused by our legal system and view it in a cynical and critical way. This course attempts to demystify the law for students and allow them to understand the importance of an effective legal system for our society. Legal Studies allows students to acquire skills in analysis, research and the development of coherent argument. Skills gained in Legal Studies help to prepare students for further education, training and employment. Students interested in a career in the legal professions, industrial relations, commerce, insurance or public relations should consider Legal Studies in their program of study.	
Main Topics Covered The Preliminary Course introduces students to sources of law and concentrates on the contemporary Australian legal system and how it works. Students will learn about civil law, criminal law, the role of the police and law enforcement, legal rights in Australia and overseas and the relevance of Aboriginal law in the Australian legal system. • Part I – The Legal System (40% of course time) • Part II – The Individual and the Law (30% of course time) • Part III – The Law in Practice (30% of course time) The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II. The final section of the course requires students to investigate how particular groups in society (e.g. women, disabled, migrants, aboriginals) struggle for legal justice. The HSC course focuses on the concepts of justice law and society with a major study area of crime. The crime focus study considers the sentencing process, the purpose and types of punishment used in Australia, defences available to the accused and the role of international criminal courts. Students will also evaluate the effectiveness of the Australian legal system and the need for law reform. • Core Part I: Crime (30% of course time) • Core Part II: Human Rights (20% of course time) The final section of the course allows students to study the operation of the legal system by investigating two focus areas (selected from: consumers, family, global environments, workplace, world order). Legal Studies students will use case law to investigate how laws have developed and concentrate on current legal issues and contemporary cases when considering the need for law reform.	

Course: Society & Culture (2 units)	Course No: 15350
Prerequisite: nil	
Course Description Society and Culture, is the interaction of people, societies, cultures, environments and time. The course has direct relevance to the immediate needs of students and to their future lives by enabling students to develop an understanding of themselves, their own society and culture and the societies and cultures of others. The course combines areas of psychology and sociology to understand human behaviour, socialisation and the effect of technology to the studies of societies and culture. The course provides students with the flexibility to choose topics of interest to them. Society and Culture emphasises individual research and group work in areas directly relevant to them. Main Topics Covered The Preliminary Course focuses on how societies, people and cultures interact both in contemporary society and in societies across time. Students learn about socialisation and the factors that influence individual growth and maturity. Students interact with students from other schools and countries as well as undergo film studies under each topic; • The Social and Cultural World – the interaction between different aspects of society • 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 (including non-verbal communication). In the HSC course Students complete a "Personal Interest Project" (PIP). This project is marked externally and is worth 40% of the student's final HSC mark. Each student chooses their own topic of interest to research for their project. The PIP is integrated across the whole HSC course and draws together the interests, research skills and personal experiences of the student. In order to assist in the completion of the project, students are given 30% of in class course time throughout the year. The project is designed to develop the skills of students by requiring them to undertake a range of research methods including primary research such as surveys and focus groups. In addition to the PIP, students complete the following course work: • Core: Social and Cultural Continuity and Change - the nature, continuity and change, research and study of a selected country and the relevance of social theories. • A choice of two Depth Studies from: 1. Popular Culture – the interconnection between individuals and popular culture. 2. Belief Systems and Ideologies – the role of belief systems and ideologies in societies and cultures. 3. Social Inclusion and Exclusion – the implications of inclusion and exclusion on groups in societies and cultures. 4. Social Conformity and Non-conformity – the formation of groups and their members and the influences that affect them. NOTE: • The course requires students to undertake a wide variety of research methodologies and to present their findings as would be required at university level. • The PIP allows students to undertake original research in any area of interest to them.	

TECHNOLOGY

Course: Design & Technology (2 units)		Course No: 15080													
Prerequisite: nil															
Course Description Design & Technology involves an integrated study of the principles of design and applications of technology, with students undertaking a number of design projects leading to the major project in the HSC year. Students are intended to develop knowledge, understanding & appreciation of: • design theory and design processes in a range of contexts. • the interrelationship of design, technology, society and the environment. • skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities. • skills in communication, research and management in design production. • current and emerging technologies.															
Main Topics Covered The Preliminary Course deals with Designing and Producing in content areas including: design theory and practice; factors affecting designing and producing; technologies in industrial and commercial settings; environmental and social issues; project analysis; safety; marketing; research ethics; computer based technologies. Students are to complete at least two design projects, assessed as follows:															
<table border="1"> <thead> <tr> <th>Component</th><th>Weighting</th><th>Tasks</th></tr> </thead> <tbody> <tr> <td rowspan="3">Designing and Producing</td><td>50</td><td>At least two Design Projects as a response to: • a given design brief • a student generated design brief • market research identifying a need or opportunity, then working corroboratively on a design brief </td></tr> <tr> <td>25</td><td>Presentation of Research: • investigating interrelationship of design principles • investigating successful designs, production systems or processes </td></tr> <tr> <td>25</td><td>Test Type Tasks</td></tr> <tr> <td>Marks</td><td>100</td><td></td></tr> </tbody> </table>			Component	Weighting	Tasks	Designing and Producing	50	At least two Design Projects as a response to: • a given design brief • a student generated design brief • market research identifying a need or opportunity, then working corroboratively on a design brief	25	Presentation of Research: • investigating interrelationship of design principles • investigating successful designs, production systems or processes	25	Test Type Tasks	Marks	100	
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HSC Course The HSC course deals with Designing and Producing together with innovation and Emerging Technologies. Students select a field that interests them, then develop their own individual Major Design Project . They design and manufacture a product or a system or an environment. "product" could include: a leisure-wear wardrobe; a canoe; a theatrical costume; a wall unit. "system" could include: a computerised burglar alarm; a food services unit; aerobatics application. "environment" could include: a library; a restaurant; a workplace unit.															
Note: • The syllabus dictates specific starting and finishing times for this project, over a period of 4 school terms. It will be marked at school by a team of visiting examiners to reduce the risk of damage in transit to a centralised marking centre. A Design Folio (25 of the 60 Marks) must accompany the project. • The Major Project accounts for 60% of the student's HSC mark in this subject.															

Course: Engineering Studies (2 units)	Course No: 15120
Prerequisite: nil	
Course Description This course aims at developing students' understanding and appreciation of the nature and scope of engineering and its impact on society. Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.	
Main Topics Covered The first three modules in each course are 'Application' modules that involve students studying products, systems, structures and devices that are used by people in their everyday life e.g. hair dryers, washing machines, lawn mowers, bridges, car braking systems, etc. Each application module deals with historical/societal issues, graphical and written communication, an analysis of materials and related forces (physics). The other modules are 'Focus' modules that involve students studying the scope of the Engineering Profession in specific fields, e.g. Biomedical, Aeronautical, Telecommunications, Aerospace, Environmental, Marine, Nuclear, Mechatronic, etc. In addition to the areas of study in Application modules, Focus modules deal with training and career prospects, responsibilities for the engineer, nature and range of work, current projects/innovations and health/safety issues. All modules require students to develop skills in: ➤ the use of computers for researching, presentation and graphical communication. ➤ report writing. ➤ collaborative work practices.	
Preliminary Course modules: • Engineering Fundamentals • Engineering Products • Braking Systems • Biomedical Engineering	HSC Course modules: • Civil Structures • Personal & Public Transport • Aeronautical Engineering • Telecommunications Engineering
Particular Course Requirements Students develop an engineering report for each module studied. At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.	
NOTE: It is not necessary for Engineering Studies students to have studied Engineering Studies in the junior school.	

Course: Enterprise Computing (2 units)	Course No:
Prerequisite: nil	
Course Description The study of Enterprise Computing enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings. Students are encouraged to develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design and computational thinking skills. The knowledge and skills developed in this course ensure students can contribute to a world increasingly reliant on the manipulation and use of digital systems.	
Main Topics Covered Preliminary course The Preliminary course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications • Interactive Media and the User Experience (40 hours) • Networking Systems and Social Computing (40 hours) • Principles of Cybersecurity (40 hours) HSC course The HSC course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills. • Data Science (30 hours) • Data Visualisation (30 hours) • Intelligent Systems (30 hours) • Enterprise Project (30 hours)	
NOTE: It is not necessary for Enterprise Computing students to have studied IST in the junior school.	

Course: Food Technology (2 units)	Course No: 15180												
Prerequisite: nil													
Course Description Food Technology refers to knowledge and activities that relate to the meeting of food needs and wants. The provision and consumption of foods are significant activities of human endeavour, with vast resources being expended across domestic, commercial and industrial settings. Food issues have a constant relevance to life. This concept underpins the subject and is reflected throughout the Preliminary and HSC courses.													
This course provided opportunities to: • Gain knowledge about food systems, production, processing and consumption of food in our society. • Gain knowledge and understanding about the nature of food and human nutrition in relating to health issues. • Develop skills such as the ability to research, analyse and communicate. • Develop the capability and competence to experiment with and prepare foods. • Implement and evaluate solutions to a range of food situations.													
Main Topics Covered Preliminary Course (Core strands 100% Total) <table> <tr> <td>Food Availability and Selection</td><td>(30%)</td></tr> <tr> <td>Food Quality</td><td>(40%)</td></tr> <tr> <td>Nutrition</td><td>(30%)</td></tr> </table> HSC Course (Core strands 75% in total) <table> <tr> <td>The Australian Food Industry</td><td>(25%)</td></tr> <tr> <td>Food Manufacture</td><td>(25%)</td></tr> <tr> <td>Food Product Development</td><td>(25%)</td></tr> </table> Option Strands (25% in Total) ONE option topic only Contemporary Food Issues – Nutrition OR Contemporary Food Issues - Marketplace		Food Availability and Selection	(30%)	Food Quality	(40%)	Nutrition	(30%)	The Australian Food Industry	(25%)	Food Manufacture	(25%)	Food Product Development	(25%)
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Careers As well as providing a wide variety of learning and living skills, the course also provides the basis for many career options e.g. Medicine, Food Technologist, Dietician, Food Manufacturing, Marketing, Hospitality Industry, Catering, Home Economics, Teaching, Food Styling, Small Business Management. The Australian food and beverage industry is the largest manufacturing industry in Australia and the hospitality industry is a growth industry in which food and catering plays a significant role. Both of these areas offer good employment opportunities for people with a range of skills.													
NOTE: It is not necessary for Food Technology students to have studied Food Technology in the junior school.													

Course: Software Engineering (2 units)	Course No:
Prerequisite: nil	
Course Description Software Engineering is a new course developed by NESAS. This course replaces Software Design and Development. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation, and evaluation of computer programs. Software Engineering promotes a deeper understanding of fundamental concepts, programming languages and innovative technologies, leading to greater flexibility when developing software solutions. Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry. Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. They engage with technologies that improve access to, and participation in, a range of industries. Main Topics Covered The Preliminary course introduces students to the basic concepts of software engineering. It does this by looking at the different ways in which software can be developed, designing algorithms and code, and developing computational and algorithmic thinking skills. Students then use these skills and knowledge in developing more extensive coding projects and designing, building, and coding mechatronic devices. • Programming Fundamentals 50%: ○ Software development ○ Designing algorithms ○ Data for software engineering ○ Developing solutions with code • The Object-Oriented Paradigm 20%: ○ Understanding OOP ○ Programming in OOP ○ Modifying software solutions • Programming Mechatronics 30%: ○ Understanding mechatronic hardware and software ○ Designing control algorithms ○ Programming and building The HSC course builds on the skills and knowledge from the Preliminary course. Students learn to solve software problems related to current and future computing systems including cybersecurity, web 3.0, artificial intelligence and machine learning. Students will develop their own software engineering project over the year. • Secure Software Architecture 20%: ○ Designing software ○ Developing secure code ○ Impact of safe and secure software development • Programming for the Web 20%: ○ Data transmission using the web ○ Designing web applications • Software Automation 20% ○ Algorithms in machine learning ○ Significance and impact of ML and AI • Software Engineering Project 40%: ○ Defining, Planning, Developing, Implementing, Testing and Evaluating NOTE: It is not necessary for Software Engineering students to have studied IST in the junior school.	

Course: Textiles & Design (2 units)	Course No: 15390														
Prerequisite: nil															
Course Description The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two preliminary textile projects. The HSC course builds upon the Preliminary course and involves the study of historical design development, the influence of culture on design, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course includes of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.															
Main Topics Covered Preliminary Course (Core strands 100% Total) <table> <tr> <td>Design</td><td>(40%)</td></tr> <tr> <td>Properties and Performance of textiles</td><td>(50%)</td></tr> <tr> <td>The Australian Textiles, Clothing, Footwear and Allied Industries</td><td>(10%)</td></tr> </table> HSC Course (Core strands 75% in total) <table> <tr> <td>Design</td><td>(20%)</td></tr> <tr> <td>Properties and Performance of Textiles</td><td>(20%)</td></tr> <tr> <td>The Australian Textiles, Clothing, Footwear and Allied Industries</td><td>(10%)</td></tr> <tr> <td>Major Textiles Project</td><td>(50%)</td></tr> </table>		Design	(40%)	Properties and Performance of textiles	(50%)	The Australian Textiles, Clothing, Footwear and Allied Industries	(10%)	Design	(20%)	Properties and Performance of Textiles	(20%)	The Australian Textiles, Clothing, Footwear and Allied Industries	(10%)	Major Textiles Project	(50%)
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Particular Course Requirements In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 will be drawn from the area of study design. Preliminary Project 2 will be drawn from the area of study of Properties and Performance of Textiles. In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas; apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.															
NOTE: It is not necessary for Textiles & Design students to have studied Textiles in the junior school.															

CONTENT ENDORSED COURSES

Course: Photography, Video & Digital Imaging (1 unit)
Prerequisite: nil
Note: This is a Preliminary Course only and does not proceed to Year 12.
Course Description PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING offers students opportunities to explore the contemporary fields of video and digital imaging and traditional aspects of black and white photography using the darkroom. PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING emphasises practical image making. Students will take and manipulate images using digital and traditional 'analogue' techniques including digital and SLR cameras, digital video cameras and image manipulation programs such as <i>Photoshop</i> and <i>Flash</i>. Theory studies relate to the history and form of photographic, video and digital media, analysing the traditions and techniques used and their function in contemporary society. About the course Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Central to this is the development of creative action, reflection and the exercise of judgement. Photography, Video and Digital Imaging also offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved in the twenty first century. The course serves as a good introduction to a wide range of tertiary courses demanding creative visual thinking and critical analysis and use of visual media. These include media and communications, photography and design, architecture and film making. Additionally, the course provides the opportunity for an in-depth coverage of Photography, Video and Digital Imaging that may be especially useful to those students additionally studying 2 Unit Visual Arts. Particular Course Requirements • Assessment will be based on submitted practical works, process work, assignment work and examinations. • Home access to a digital camera would be an advantage.
A FEE IS APPLICABLE TO THIS COURSE

Course: Visual Design (1 unit)
Prerequisite: nil
Note: This is a Preliminary Course only and does not proceed to Year 12.
Course Description VISUAL DESIGN provides opportunities for students to pursue their abilities and interests in a wide range of design fields. VISUAL DESIGN emphasises the practical aspects of design - making designs in a range of media. Theory studies relate to the rich history of design and the place and function of design in contemporary society.
About the course Visual Design encourages students to explore and investigate their natural and made world and to use the perceptions gained through these experiences as a basis for developing and giving form to their ideas in the different fields including graphic design, product design and interior/exterior design. It enables students to pursue their interests in the products, materials, techniques and technologies that have a personal and social relevance and provides course modules that challenge and extend their intellectual and technical skills. Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them - works which reflect and construct the image they have of themselves, others and their world. They develop an understanding of how the conventions of particular design forms significantly affect their meaning and value. They learn to appreciate the designed works which have been important in other societies and which continue to shape approaches to contemporary design. The course serves as a good introduction to a wide range of tertiary courses demanding creative visual thinking and critical analysis and use of visual media and forms. These include a range of design professions, architecture, digital media and communications and film and video making. Additionally the course provides the opportunity for an in-depth coverage of Design that may be especially useful to those students additionally studying 2 unit Visual Arts.
COURSE CONTENT: This course looks at the links between art and design and will enable students to design and make images and objects within the fields of design, which may include; • GRAPHIC DESIGN Digital graphics for publication and Information technologies, Illustration and Cartooning, Interactive and Multimedia • WEARABLE DESIGN Clothing and Image, Jewellery and Accessories, Textiles • PRODUCT DESIGN Packaging, Furniture and Industrial Design • INTERIOR/ EXTERIOR DESIGN Architectural Structures and Environments, Stage Sets and Props, Interiors
A FEE IS APPLICABLE TO THIS COURSE

Course: Sport, Lifestyle & Recreation Studies (1 unit)		Course No: 35015
Prerequisite: nil		Cost: May incur some excursion costs
Course Description Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential. Through the course students will develop: ✓ Knowledge and understanding of the factors that influence health and participation in physical activity. ✓ Knowledge and understanding of the principles that impact on quality of performance. ✓ An ability to analyse and implement strategies to promote health, activity and enhanced performance. ✓ A capacity to influence the participation and performance of self and others.		
Course Modules The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: ♣ Aquatics ♣ Athletics ♣ First Aid ♣ Fitness ♣ Specific Sports ♣ Gymnastics ♣ Outdoor Recreation ♣ Sports Administration ♣ Coaching ♣ Social Perspectives of Sport ♣ Healthy Lifestyle.		
Future Directions: Students selecting this course should be interested in sport with a desire to explore the working and functioning of the human body. This course will assist you to make valued and informed health decisions. This course would benefit anyone who is interested in coaching, recreational education and the fitness industry.		
Particular course Requirements This course will be assessed by both theoretical and practical components.		

SECTION 3 – GUIDELINES FOR COMPLETING THE COURSE INTEREST SURVEY

In Week 7 Term 2, you will be sent a **Web Preferences Access Guide** to your det email account (xxxx@education.nsw.gov.au), it contains your Student Access Code and Password along with an outline of the steps required to complete the survey. If you do not receive this guide see Mr Simmons.

- You are expected to have read the course outlines in this booklet.
- English is the **ONLY** compulsory subject in the senior school.
- All students must do **at least 12 units at Baulkham Hills High School in Year 11 and at least 10 units at Baulkham Hills High School in Year 12**, This includes students who are involved in the Acceleration Program
- The selection of subjects you make now is not binding. The purpose of this survey is to provide us with the information we need to best organise subject groupings to satisfy as many students as possible. You will then be issued a final selection sheet on which you will be asked to make your final choices.

Key Steps in Completing Step 4: Preference Selection

Step A: Choose at least one English Course

All students at Baulkham Hills must select the English – Advanced Course. You may also select the English Extension Course.

Total your A units, it will be 2 if you only selected English – Advanced or 3 if you selected both Courses.

Step B: Choose at least 4 Elective Courses

From the list of subjects should select enough Courses so that Total A + Total B is either 11, 12 or 13.

Choose subjects based on ABILITY, INTEREST, CAREER ASPIRATIONS and TERTIARY REQUIREMENTS. You should consult the Careers Adviser if you need subject requirements for particular careers.

When choosing the electives keep in mind the following:

- If you wish to select Mathematics Extension, you must also select Mathematics.
- You may only select Economics (HSC) or Japanese (HSC) if you are accelerated in the appropriate subject.
- You may only select a maximum of 3 Science Courses.
- If you are planning to study a Saturday School Language, write the language in the box provided, however **DO NOT** count it in your Total B units.

Total your B units, it will be 9, 10 or 11.

Step C: Choose a maximum of 1 Course

If your Total A + Total B = 11 units then you will need to select a 1 unit Course to bring the Total up to the minimum of 12 units.

Studies of Religion I is the only 1 Unit course that continues into Year 12. Photography, Sport, Lifestyle & Recreation and Visual Design are Preliminary Courses only, and will NOT continue into Year 12.

Step D: Reserve Subjects (Optional)

Sometimes a subject that you select does not end up running due to lack of numbers or two of the subjects you select end up in the same line meaning you can only do one of them.

List up to 5 reserve subjects in case one of your subjects does not run, or clashes with another subject.

Step E: Comments

In this section feel free to write any comments you may have. Your comments might include;

- Questions that you may still have.
- Perhaps there is a subject that you would have liked to have done that is not offered on the Course Interest Survey.
- A general comment about subject selections.

Step F: Will you be studying at Baulkham Hills High School in 2026?

Each year some students change schools due to a variety of reasons such as moving to a new house that is too far away from the school to travel each day.

Circle;

- **DEFINITELY:** The only possible place you will be next year is Baulko.
- **PROBABLY:** If you are not sure if you will be returning next year. You may have applied to another school but are yet to find out the outcome.
- **NOT:** If you know, with 100% certainty, that you will not be returning next year. You know you will be moving home or you have accepted a position at another school.

If at any time you find out that you will definitely not be returning in 2026, you should let the Principal know so that an offer can be made for your position to a new student.

Step 6: Preference Receipt

Once you are happy with your selections and have completed your survey, both you and someone at home should electronically sign the receipt.

Once you have submitted your preference, your parents will receive an email at the address you entered. Make sure you let them know so that they do not think it is just spam, as it is sent from a third-party, not the school.

It would be advisable to print a second receipt for your own records.

What If I Change My Mind?

You have a maximum of **three** submission opportunities in case you wish to change some of your selections. If after three submissions you still need to make some changes, you will need to speak to Mr Simmons.

Some Important Considerations:

- Be careful in choosing too narrow a range of subjects since you may limit your options for further study and later specialisation. It is thus desirable to have a rounded education, which involves subjects from a range of areas.
- Students should think carefully about the possibility of repeating a subject. It is easy to imagine that the second attempt will be easier than the first because the work is being repeated. However, experience suggests that it really does take considerably more work to obtain a better mark.
- Students can maximise their scaled mark by selecting subjects relevant to their interests and abilities.
 - Don't select a course on the basis that it might be less demanding than others.
 - Don't select a course you are not good at in expectation that you will receive a higher scaled mark.
- Subjects and courses for Year 11 in 2026 will only proceed if sufficient numbers of students choose them. The initial selection of a course does not mean that it will run, this depends on the overall choices of students and timetabling and staffing constraints.
- After the closing date for subject selections, changes will be permitted only if a vacancy exists and a letter of approval is brought from parents. No changes will be permitted after Week 4 of Term 1 in Year 11.
- Please note that some subjects must charge fees to help provide the materials needed in class. These fees are compulsory.
- Students who require additional information on scaling or subject requirements for particular careers should see the Careers Adviser.

***Course Interest Surveys should be submitted to Mr Simmons
no later than Thursday 3rd July 2025***