



Blakehurst High School Course Selection Guide Year 11 2026 for the 2027 HSC

At Blakehurst High School we inspire students to excel as critical learners, thinkers and champions of diversity who have a positive impact on their world.

INTEGRITY RIGOUR EMPATHY

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Last updated: June 2025

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COMMON TERMS

Term	Definition
AMOW	All My Own Work
ATAR	Australian Tertiary Admissions Rank
ATAR Courses	ATAR courses are Board Developed courses for which there are formal examinations conducted by the New South Wales Education and Standards Authority (NESA) that yield a graded assessment. These are the only courses that can be included in the ATAR calculations.
Board Developed Course	Course developed by NESA that can be used in the calculation of an ATAR.
Board Endorsed Course	Developed and examined by NESA, these courses count towards the HSC but do not have a HSC examination and do not contribute towards the calculations of an ATAR.
Content Endorsed Course (CEC)	These courses are a type of Board Endorsed Course that do not have a HSC examination and do not count towards the calculations of an ATAR. In Year 12, if a students' 10 units include more than 4 units of CEC subjects, they will qualify for a Year 12 RoSA, not a HSC.
EVET	Externally Delivered Vocational Education and Training
HSC	Higher School Certificate – The Highest level of certification in NSW high schools; usually completed in Year 12
NESA	The NSW Education Standards Authority – The NSW governing body responsible for the curriculum in all schools.
Preliminary	First stage of the HSC; usually completed in Year 11.
RoSA	Record of School Achievement – Certification that students receive if they leave school prior to completing the HSC.
SBAT	School-based Apprenticeship/Traineeship
Syllabus	Describes the aims, objectives, content and outcomes to be achieved in a course. All Syllabus documents are available from the NESA website.
Units	All HSC courses have a unit value – most courses have a 2 unit value, extension courses usually a 1 unit value. Each unit involves class time of approx. 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks, hence a 2 unit course has a value of 100 marks.
UAC	The Universities Admissions Centre (NSW & ACT) Pty Ltd is the central office that receives and processes applications for admission to most undergraduate courses offered by universities in NSW and the ACT.
VET	Vocational Education and Training

OUTLINE OF THE HIGHER SCHOOL CERTIFICATE (HSC)

- The HSC recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at University and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses can be linked to further education and training.
- Extension courses will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training courses can count towards the HSC and will also lead to qualifications recognised across a range of industries. These are both delivered at school and externally at TAFE.

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units.

2 units = 120 hours per year

1 unit = 60 hours per year

All 2-unit HSC courses have equal status.

Extension Courses allow students to specialise in particular areas of expertise or interest. All extension courses have a value of 1 unit.

COURSE REQUIREMENTS FOR THE HSC

To be awarded the HSC you must study a minimum of 12 units in the Preliminary Course and a minimum of 10 units in the HSC Course. Students must satisfactorily complete the Preliminary course before commencing the corresponding HSC course.

Both Preliminary Course and the HSC Course must include the following:

- At least 6 units of Board Developed Courses, including at least 2 units of English
- At least 3 courses of 2 units value or greater
- At least 4 subjects (including English)

HSC MINIMUM STANDARD

You will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

- Literacy and numeracy skills are the key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skill necessary for success after school.
- Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.
- Students master basic skills at different stages so there are multiple opportunities available for students to pass the minimum standard online tests - from Year 10 until a few years after Year 12.
- Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement.

At Blakehurst High School, Year 10 students will be given the opportunity to sit the minimum standard tests throughout the year. If students have not demonstrated the standards by the end of Year 10, they will have further opportunities to do so during Years 11 and 12.

BRING YOUR OWN DEVICE POLICY

In line with our policy, it is expected that students bring their own fully charged device to school each day. This device should be suitable for the courses each student has selected.

ALL MY OWN WORK (AMOW)

All students must satisfactorily complete the HSC: All my Own Work (AMOW) program prior to being enrolled in any HSC subjects.

The HSC: AMOW is designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

HSC assessment tasks such as independent research projects and major works are likely to be the most challenging learning you will undertake during your time at school. HSC: AMOW is a short guide to help you complete your assessment tasks honestly and with confidence.

At Blakehurst High School, Year 10 students will be supported to complete this program throughout the year.

NEW SOUTH WALES EDUCATION AND STANDARDS AUTHORITY (NESA)

The NESA website is accessible to all students, and parents, and has copies of all syllabus documents together with specimen examination papers and assessment guidelines for all HSC courses.

Their website address is:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Students are encouraged to access this website on a regular basis.

WORK ETHIC

The school recognises that a student's positive work ethic is crucial to their success with their academic studies.

For students, their work ethic can be enhanced by addressing each of the points listed below:

- Be punctual to all lessons.
- Provide all necessary equipment and books for all lessons.
- Be prepared for lessons by having books open with other equipment at hand ready to use as required. They should do this without awaiting specific teacher direction.
- Be aware that there will be consequences when deadlines are not adhered to.
- Be aware that the responsibility for learning lies with the student themselves.
- Become planners and goal setters.
- Make every endeavour NOT to waste time.

WHAT TYPES OF COURSES CAN I SELECT?

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

Board Developed Courses (BCD)

These courses are developed by NESA. For each course the following information is available:

- The course objectives, structure, content and outcome.
- Specific course requirements.
- Assessment requirements.

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

Board Endorsed Courses

There are two main types of Board Endorsed Courses – *Content Endorsed Courses* and *School Designed Courses*.

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

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

Board Endorsed Courses **do not** count in the calculation of the ATAR.

- *School Designed Courses* are not offered at Blakehurst High School.

Special Education – Life Skills HSC Courses

Students with special education needs can earn their HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to gain an HSC.

Students can talk with students Year Adviser, Careers Adviser and HT Student Growth to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

A list of Life Skills courses is available under HSC Syllabuses on the NESA website.

For more information go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education>

THE AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The Australian Tertiary Admission Rank (ATAR) is calculated by the University Admissions Centre. The ATAR is a number between 0.00 and 99.95 with increments of 0.05. It provides a measure of overall academic achievement in the HSC that assists institutions to rank applicants for tertiary selection.

Admission to most tertiary courses is based on performance in the HSC with applicants ranked based on their ATAR. Other criteria such as portfolio, interview, audition, or questionnaire may also be considered in conjunction with the ATAR for certain courses.

What is the difference between the HSC and the ATAR?

The HSC

- Is a NSW Department of Education credential
- Is for all students
- Reports student achievement in terms of a standard achieved in individual courses.
- Presents a profile of student achievement across a broad range of subjects.

The ATAR

- Is calculated by the Universities Admissions Centre (UAC) and is a rank, NOT a mark
- Is for students wishing to gain a place at university directly from the HSC
- Provides information about how students perform overall in relation to other students.
- Provides the discrimination required by universities for the selection process.

ATAR eligibility requirements

From 2025, there will be no distinction between Category A and Category B courses.

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

- 10 units of Board Developed courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subject areas

Your ATAR is then calculated from your:

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

VOCATIONAL EDUCATION & TRAINING (VET)

PUBLIC SCHOOLS NSW, ULTIMO RTO 90072

2026 VET COURSE DESCRIPTIONS

Stage 6 VET Courses Offered at Blakehurst High School

1. Hospitality Food and Beverage
2. Sports Coaching

Please Note: Information is current at the date of distribution. However, due to possible changes as a result of Training Packages and NSW Education Standards Authority (NESA) updates, there may be variations to a course description prior to course delivery. Notification of changes will be made in due time.

Vocational Education and Training (VET) Courses

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

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

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

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

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

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

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

COURSE LEVIES/FEES

Please note that some courses attract a levy to cover the cost of materials which form an integral part of the delivery of that particular course. If a course levy applies, it is indicated at the bottom of the subject specific pages. This can include a refundable book deposit for the use of school owned textbooks.

Some courses have a levy attached to cover the cost of materials required as identified above. In addition to this, some courses involve further costs associated with field work opportunities, theatrical performances, excursions, etc. Such costs are not incorporated into School contributions.

Subject	Fees
Biology	\$55.00 per year
Chemistry	\$60.00 per year
Chinese and Literature	\$35.00 per year
Chinese Beginners	\$35.00 per year
Chinese Continuers	\$35.00 per year
Chinese In Context	\$35.00 per year
Design and Technology	\$50.00 per year
Drama	\$30.00 per year
Earth and Environmental Science	\$55.00 per year
Engineering Studies	\$35.00 per year \$33.00 textbook
Food Technology	\$130.00 per year Apron \$9 (approximate - may be subject to change)
French Beginners	\$35.00 per year
French Continuers	\$35.00 per year
Hospitality Food and Beverage	\$130.00 Year 11 \$130.00 Year 12
Industrial Technology – Timber Products and Furniture Technologies	\$80.00 per year
Italian Beginners	\$35.00 per year
Italian Continuers	\$35.00 per year
Japanese Beginners	\$35.00 per year
Japanese Continuers	\$35.00 per year
Mathematics (Standard, Advanced, Extension 1 and Extension 2)	\$65 -\$75 each year for textbook
Modern Greek Beginners	\$35.00 per year
Modern Greek Continuers	\$35.00 per year
Music 1	\$30.00 per year
Music 2	\$30.00 per year
Physics	\$55.00 per year
Sport Lifestyle and Recreation	\$20.00 for sports shirt
Textiles and Design	\$100.00 per year
Visual Arts	\$100 per year

HOW TO CHOOSE YOUR COURSES

Step 1

Consider the following factors

- **ABILITIES:** Choose courses which match your level of ability, in which you can do well will make your school life rewarding. Look at your school reports and examine your level of performance.
- **INTERESTS:** Choose courses in which you are interested. This will make your life at school more enjoyable.
- **MOTIVATION:** Choose course areas that you want to study.

Step 2

Discuss your ideas and concerns with

- **SUBJECT TEACHERS AND YEAR ADVISER** – talk to teachers about course content and requirements. Your Year Adviser knows you well and can help with advice for study.
- **PARENTS AND CAREGIVERS** – they have a wealth of experience and understanding. They know you better than almost anyone else.

Step 3

Now you must lodge your application online.

- Students will be sent an email with the code which is to be used and the website to go to.
- Students need to select the electives in order of preference with the seventh, eighth, and ninth preference being the reserve choices and courses that students will be willing to study.
- Once all selections are correct SUBMIT these choices.
- Print off this form and have a parent/carer sign.
- Return this form to the front office

IMPORTANT NOTE:

For all courses, excluding English (which is compulsory), it is essential to have an adequate number of students selecting the course. It is important that students select course in order of their preference. Not all courses may run due to a low number of students selecting the course. If a chosen course does not run, students will receive a reserve course preference. If a course receives more applicants than can be accommodated in a single class but not enough for a second class, students will be allocated to the class based on the sequence of their elective selection. The order of selection, which is automatically recorded in the online selection forms, will determine the allocation.

CODE	ATAR
AHI	ATAR

Why Study Ancient History?

The course is a wonderful opportunity to grow your understanding of how ancient cultures and societies have shaped the world in which we live. It develops deep analytical skill sets useful in a range of courses studied at university and TAFE NSW as well as in the workforce and everyday life.

Prerequisites:

To be successful in Ancient History, it is recommended to have achieved a minimum result of C in English and Mathematics in Year 9 and a B in a Stage 5 HSIE subject. Bring your own device (BYOD) is an expectation for students wishing to participate in all HSIE subjects. You should also register for a State Library Card to access journals and other reading materials.

Course Outline:

Ancient History offers 2U Preliminary and HSC courses with the option of 1U Extension in the HSC course.

Preliminary Course

The course comprises THREE sections

Part I: Investigating Ancient History - The nature of Ancient History and at least TWO case studies

Part II: Features of Ancient Societies - Students need to study TWO Ancient Societies through an investigation of:

- a different key feature for each society OR one key feature across the societies selected

These studies provide students with opportunities to develop an understanding of the:

- social history of a people through an investigation of the remains of their material culture
- key developments and forces that may have shaped the selected feature(s)
- nature of available sources

Part III: Historical Investigation – the investigation should extend a particular area of individual or group interest. It is designed to further develop relevant investigative, research and presentation skills.

HSC Course

The course comprises four sections. Students are required to study all four sections of the course.

Part I: Core: Cities of Vesuvius - Pompeii and Herculaneum

Part II: One Ancient Society

Part III: One Personality in Their Time

Part IV: One Historical Period

HSC History Extension Course (1 unit in addition to 2U Modern or Ancient History):

The study and evaluation of the ideas and processes used by historians to produce history

- Part I (60%) – students investigate key historical questions through one case study.
- Part II (40%) – students design, undertake and communicate a personal historical inquiry

Assessment:

Students will be assessed in the following ways: collecting, analysing and organising information, communicating ideas and information in written and oral form, using appropriate information technologies, understanding the influence of the ancient past on the present and future, understanding, valuing and respecting different viewpoints, ways of living, beliefs and languages.

Homework and Study:

It is expected that students will need to complete approximately 1 hour of homework / independent study each week outside of preparation for assessment tasks.

Pathways:

Graduates of Ancient History often proceed to tertiary education and pursue careers in law, teaching, medicine, travel and tourism, librarianship, communications, social work and journalism.

User pays subject fees:

HTA Ancient History Study Guides should be purchased for the HSC course. The school can arrange the purchase for students. The cost is dependent on up to date pricing from the HTA.

Further advice:

Head Teacher of HSIE: Seb Greenwood

CODE	ATAR
BIO	ATAR

Why study Biology?

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world. Biology uses Working Scientifically processes to develop scientific investigative skills. The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

Prerequisites:

This subject is for students with substantial achievement in stages 4-5 science and are seeking university entrance. Students need good organisational abilities, a sound work ethic and skills in following laboratory procedures, using laboratory apparatus, research from sources, interest in detailed investigation, use of technology, graph work, problem solving and independent work in class and at home. Students must demonstrate skills in safe work practice in the laboratory to meet legislative requirements.

Course Outline:

The Preliminary course includes the 4 modules:	The HSC course includes the 4 modules:
<ul style="list-style-type: none"> Cells as the Basis of Life Organisation of Living Things Biological Diversity Ecosystem Dynamics. 	<ul style="list-style-type: none"> Heredity Genetic Change Infectious Disease Non-Infectious Disease and Disorders

Assessment:

Students will have three assessment tasks in Year 11 and four assessment tasks in Year 12. Scientific investigations include practical investigations and secondary-sourced investigations. Practical investigations are an essential part of 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.

Secondary-sourced investigations include locating and accessing a wide range of secondary data and/or information using and reorganising secondary data and/or information. Learning experiences have been designed to develop students' expertise in the following skill areas:

1. Questioning and predicting
2. Planning investigations
3. Conducting investigations
4. Processing data and information
5. Analysing data and information
6. Problem solving
7. Communicating.

Homework and Study

Biology is rigorous and content-course driven, that requires students to be independent learners and self-motivated to complete additional study at home. Students must ensure that they consistently revise key syllabus content and concepts and are expected to utilise the online resources on Google classroom to reinforce their learning.

User Pays Subject Fees:

\$55 per year for course materials.

Pathways:

Skills in Biology are useful in a range of courses studied at university and TAFE, in the workforce and in everyday life and for a range of careers in STEM related, biological, medical, health, sports- science, environmental, forensic and food science; biotechnology and pharmacy. This course, when combined with Physics, Chemistry, or Earth and Environmental Science provides preparation for many science based tertiary courses.

Further advice:

Rel Head Teacher of Science: Zoe Georgopoulou (Head Teacher: K. Iordanidis)

CODE	ATAR
BST	ATAR

Why study Business?

Business Studies investigates the role, operations and management of business and the role and responsibilities of business in our society. Factors in the establishment, operation and management of a small business are integral to this course. Students also consider the role of the global business environment and its impact on Australian business.

Prerequisites:

Nil

Course Outline:

This subject is primarily theoretical. Students will be applying theory on the operation of businesses and the influences on them to real and hypothetical businesses.

The Preliminary course covers:	The HSC course covers:
<ul style="list-style-type: none"> Nature of Business (20% course time) – the nature and role of business in a changing business environment Business Management (40% course time) – the nature and responsibilities of management in the business environment. Business Planning (40% course time) – the processes of establishing and planning a small to medium enterprise 	<ul style="list-style-type: none"> Operations (25% course time) – the strategies for effective operations management in large business Marketing (25% course time) – the main elements involved in the development and implementation of successful marketing strategies. Finance (25% course time) – the role of interpreting financial information in the planning and management of a business. Human resources (25% course time) – the contribution of human resource management to business performance.

Business Studies offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Students also investigate business planning and use a range of information to assess and evaluate business performance.

Assessment:

Preliminary assessment schedule:	HSC assessment schedule:
<ul style="list-style-type: none"> Nature of Business - Research Business report Business Management - In-class topic test Preliminary exam 	<ul style="list-style-type: none"> Marketing Business Report Operations Research Extended Response Finance Topic Test Trial HSC exam

Homework and Study:

Business Studies is a rigorous course that requires students to be independent, self-motivated learners and to complete additional study at home. Students are encouraged to stay informed about domestic & global issues impacting the contemporary business environment to enhance their understanding of business concepts & their practical applications. Students must ensure that they consistently revise key syllabus content and concepts and are expected to utilise the online learning resource ATOMI to reinforce their learning.

Pathways:

The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university & TAFE NSW such as Commerce, Business & Law, as well as in the workforce and everyday life. There are opportunities for students to gain credit transfer in certificate and diploma courses at TAFE NSW. Business Studies helps to prepare students for employment and full and active participation as citizens. Career opportunities may include accountancy, business management, marketing, financial administration, teaching, employment relations and communications.

User pays subject fees:

Nil

Further Advice:

Subject Leader of Business: Dejan Vrhovac

CODE	ATAR
CHE	ATAR

Why Study Chemistry?

This subject explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena. Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms.

Prerequisites:

This subject is for students with a high achievement in Stages 4-5 Science who are seeking university entrance. Students need good organisational skills, a sound work ethic, skills in following laboratory procedures and using laboratory apparatus, an ability to research from sources, an interest in performing detailed investigations with the use of technology, an ability to graph data, use problem solving skills and complete independent work in class and home. Students must demonstrate skills in safe work practice in the laboratory to meet legislative requirements.

Course Outline:

The Preliminary course is structured as four modules:	The HSC course is structured as four modules:
<ul style="list-style-type: none"> • Properties and Structure of Matter • Introduction to Quantitative Chemistry • Reactive Chemistry • Drivers of Reactions 	<ul style="list-style-type: none"> • Equilibrium and Acid Reactions • Acid/Base Reactions • Organic Chemistry • Applying Chemical Ideas

Assessment:

Students will complete three assessment tasks in year 11 and four assessment tasks in year 12. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and year 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 laboratory experiments, including the use of appropriate digital technologies. Secondary-sourced investigations include locating and accessing a wide range of secondary data. Learning experiences have been designed to develop students' expertise in the following skill areas:

1. Questioning and predicting
2. Planning investigations
3. Conducting investigations
4. Processing data and information
5. Analysing data and information
6. Problem solving
7. Communicating.

Homework and Study:

Chemistry is rigorous and content-course driven, that requires students to be independent learners and self-motivated to complete additional study at home. Students must ensure that they consistently revise key syllabus content and concepts and are expected to utilise the online learning resources on Google classroom to reinforce their learning.

Pathways:

The course provides the foundation to study chemistry after completing school and supports participation in a range of careers in chemistry and related interdisciplinary industries. University courses such as STEM-related careers and medicine, all require a sound knowledge of chemistry concepts. 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.

User Pays Subject Fees:

\$60 per year for course materials.

Further Advice:

Rel Head Teacher of Science: Zoe Georgopoulou (Head Teacher: K. Iordanidis)

CODE	ATAR
CHL	ATAR

Why Study Chinese and Literature?

The course provides students with the opportunity to develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues. The course does not use any linguistic theories or rules. Rather than learn the language through grammar, syntax and morphology, students are encouraged to use the Chinese Language as a tool to carry out tasks focusing on the skills of listening, speaking, reading and writing. By the end of the course learners will be able to critically discuss and analyse issues around them in the Chinese Language.

Prerequisites:

This course is only for students who speak Chinese as their first language and came to Australia after the age of 10.

Course outline:

Semester 1:

Students will study perspectives on identity, including adapting to new cultures and the relationships between overseas Chinese and their homeland. They will also investigate youth culture, including pressures on young people today, the place of education in young people's lives, and the influence of traditional values on today's young people.

Semester 2:

Students will study the individual and the community, including the impact of a changing society on the individual, gender roles in today's society, and the family in contemporary society. They will also investigate economic growth and its impact, the impact of international influence on Chinese-speaking communities, and the impact of technologies.

Assessment:

Assessment will range from listening and responding, reading and responding, writing tasks and non-written presentations.

Homework and Study:

It is expected that students will need to complete approximately 1 hour of homework /study each week due to the demands of this subject.

Pathways:

China is quickly becoming an economic power in the world. Learners of this course will develop their analytical and evaluative skills and enhance their communication skills in Chinese.

User pays subject fees:

\$35.00 for course materials.

Further advice:

Head Teacher of Languages: Anne Mangraviti

Languages Teacher: Jessica Cheng/ Siya Zhou

CODE	ATAR
CHB	ATAR

Why Study Chinese Beginners?

Studying Chinese opens up a wealth of opportunities across various fields, from economic and cultural to personal and cognitive development. It equips individuals with skills and knowledge that are increasingly valuable in a globally interconnected world. Being bilingual in Chinese and another language, such as English, is a valuable skill in the global job market. As China plays a significant role in global affairs, understanding the language can provide a better grasp of international relations and geopolitical dynamics.

Prerequisites:

Those who have chosen to study Chinese in Year 9 and Year 10 cannot undertake this course. Those who have lived and/or been educated in a Chinese speaking environment or who are native speakers are also ineligible. Other eligibility rules also apply. Students must complete a NESA statutory declaration in order to establish eligibility.

Course outline:

Students will be introduced to the Chinese language and culture. They will learn grammatical structures, vocabulary, and idiom within the context of topic areas prescribed in the Syllabus. These topics are:

- Family life, home, and neighbourhood , people, places, and communities ,education and work ,friends, recreation, and pastimes ,holidays, travel, and tourism, future plans and aspirations.
- Students' language skills are developed through such tasks as:
- Exchanging everyday information, experiences, and opinions in conversation in the target language
- Responding to simple target language spoken at near normal speed
- Processing written target language texts
- Writing dialogues and letters using everyday conversational pattern

Assessment:

In the Preliminary course there are 3 Tasks including the Preliminary Examination. In the HSC course there are 4 Tasks including the Trials.

Homework and Study:

In Chinese this includes a variety of tasks to reinforce language skills such as vocabulary exercises where you memorize new words and use them in sentences and in completing work sheets; grammar practice which includes conjugating verbs and practicing sentence structures; reading comprehension where you show your understanding of passages in Chinese; writing activities and listening practice where you may record yourself responding to questions.

Pathways:

Learning a language has direct benefits across all career pathways. Language skills can be applied in almost every industry, aiding communication, fostering cultural understanding, and enhancing collaboration. Proficiency in multiple languages can lead to better customer service, more effective marketing strategies, and improved negotiation skills. Additionally, it opens up international job opportunities, supports career advancement, and increases competitiveness in the global job market.

User pays subject fees:

\$35.00 for course materials.

Further advice:

Head Teacher of Languages: Anne Mangraviti

Languages Teacher: Siya Doris Zhou/Jessica Cheng/ Carmen Lao

CODE	ATAR
CHC	ATAR

Why Study Chinese Continuers?

Studying Chinese opens up a wealth of opportunities across various fields, from economic and cultural to personal and cognitive development. It equips individuals with skills and knowledge that are increasingly valuable in a globally interconnected world. Being bilingual in Chinese and another language, such as English, is a valuable skill in the global job market. As China plays a significant role in global affairs, understanding the language can provide a better grasp of international relations and geopolitical dynamics. Studying Chinese broadens students' horizons, and it can also boost their chances of tertiary entrance and improve job prospects down the track.

Prerequisites:

Students need to have studied Chinese in Stage 5 Years 9 and 10

Course outline:

The Preliminary and HSC courses have as their organizational focus themes and associated topics. The students' listening, speaking, reading and writing skills in Chinese and their knowledge of Chinese vocabulary and structures will be developed through tasks associated with a range of texts and text types which relate to the themes and topics. The students will also gain insights into the Chinese language and culture through the study of a range of texts that include literary text written for language students. Students' language skills are developed through focusing on the four skill areas: listening, speaking, reading and writing. Students will be involved in tasks such as: exchanging information, opinions and experiences in conversation in Chinese. They will also respond to aural stimulus, analysing, processing and evaluating as well as responding to a variety of written text.

Assessment:

In the Preliminary course there are 3 Tasks including the Preliminary Examination. In the HSC course there are 4 Tasks including the Trials.

Homework and Study:

In Chinese this includes a variety of tasks to reinforce language skills such as vocabulary exercises where you memorize new words and use them in sentences and in completing work sheets; grammar practice which includes conjugating verbs and practicing sentence structures; reading comprehension where you show your understanding by reading passages in Chinese and responding to questions; writing activities focusing on topics discussed in class and listening practice and speaking where you may record yourself responding to questions in Chinese.

Pathways:

Learning a language has direct benefits across all career pathways. Language skills can be applied in almost every industry, aiding communication, fostering cultural understanding, and enhancing collaboration. Proficiency in multiple languages can lead to better customer service, more effective marketing strategies, and improved negotiation skills. Additionally, it opens up international job opportunities, supports career advancement, and increases competitiveness in the global job market.

User pays subject fees:

\$35.00 for course materials.

Further advice:

Head Teacher of Languages: Anne Mangraviti

Languages Teacher: Siya Doris Zhou/ Carmen Lao/

CODE	ATAR
CIN	ATAR

Why Study Chinese in Context?

The students will develop their ability to use Chinese to communicate with others in both spoken and written forms. They will also further develop their ability to reflect on their own culture and the human condition through the study of Chinese culture.

Prerequisites:

At entry level to the course, students will have typically undertaken formal study of Chinese in a community, primary and/or secondary school in Australia and or in a school where Chinese was the medium of instruction up to the age of ten. Students who have studied the language beyond the age of 10 are required to study the Chinese and Literature Course.

Course outline

Semester 1:

Students will study perspectives on parents' expectations, the generation gap, friendship and peer influence, and the influence of international popular youth culture, including traditions and values in contemporary society. They will also investigate the traditional Chinese family, filial piety, the phenomenon of children raised by grandparents, the DINK phenomenon, the concept of marriage, including pressures on young people today, the place of education in young people's lives, and the influence of traditional values on today's young people.

Semester 2:

Students will study the nature of work, focusing on the equality of men and women, thrift, the 'Moonlight group', and educational concepts. They will also investigate new occupations, the influence of technology, education, and aspirations.

Assessment

Assessment will range from listening and responding, reading, and responding, writing tasks and non-written presentations.

Homework and Study:

It is expected that students will need to complete approximately 1 hour of homework /study each week due to the demands of this subject.

Pathways:

Learning a language has direct benefits across all career pathways. Language skills can be applied in almost every industry, aiding communication, fostering cultural understanding, and enhancing collaboration. Proficiency in multiple languages can lead to better customer service, more effective marketing strategies, and improved negotiation skills. Additionally, it opens up international job opportunities, supports career advancement, and increases competitiveness in the global job market.

User pays subject fees:

\$35.00 for course materials.

Further advice:

Head Teacher of Languages: Anne Mangraviti

Languages Teacher: Jessica Cheng

CODE	ATAR
CAF	ATAR

Why Study Community and Family Studies?

Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Schools complement the role of families and other social groups by helping students to make informed decisions and to take responsible action in all aspects of their lives. This includes preparing students for vocational options and acting to enhance the wellbeing of themselves and others. Community and Family Studies develops students' knowledge, skills and attitudes relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living.

Prerequisites:

A keen interest in issues surrounding the broad themes of community and family and an interest in gaining knowledge in social research.

Course Outline

In the Preliminary Course, students will study three mandatory modules: Resource Management (20%), Individual and Groups (40%) and Families and Communities (40%).

In the HSC Course, students will study three core modules: Research Methodology (25%), Groups in Context (25%), Parenting and Caring (25%) and one option from the following three modules (i) Family and Societal Interactions (ii) Social Impact of Technology (iii) Individuals and Work.

Assessment:

Assessments will range from Independent Research Project (IRP), short and long responses, Case Studies, Interviews and Critical Investigations.

Homework and Study:

It is expected that students will need to complete appropriately 1 hour of homework/study each week due to the demands of this subject.

Pathways:

This course will benefit anyone wishing to take up a career in psychology, sociology, teaching in primary and secondary, nursing, coaching or social work that form a valuable foundation for a range of courses at university or other educational settings.

User pays subject fees:

Nil

Further Advice:

Head Teacher of PDHPE Cathryn Johnson, HT of TAS Home Economics Natalia Dexter

CODE	ATAR
DAT	ATAR

Why Study Design and Technology?

The study of Design and Technology Stage 6 develops conceptual understanding and enables students to creatively apply skills to specific technological endeavours through design projects. It also seeks to develop students' appreciation of the historical and cultural influences of designers and the interrelationships of design, technology, society and the environment.

Students will be given the opportunity to explore and develop technologies and demonstrate insight into the future uses of technology. They will articulate arguments on issues and consequences including environmental and social impacts. They will develop skills that are transferable and which lead to lifelong learning.

Prerequisites:

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a requisite for the study of the HSC course.

Course Outline

Preliminary Course Structure

The Preliminary course is 120 indicative hours and will involve a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Each project, with its accompanying portfolio, will place emphasis on the development of different skills and knowledge in designing and producing. Students must participate in hands-on, practical activities to achieve the outcomes of this course. Class activities are designed to develop knowledge and skills in designing and producing. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing.

Design projects must involve the design, production and evaluation of a product, system or environment that includes evidence of student processes recorded in a design portfolio, produced through a variety of software applications. Students will be encouraged to communicate their design ideas using a range of appropriate media.

HSC Course Structure

The HSC course is 120 indicative hours and includes the development and realisation of the MDP -major design project, a case study of an innovation and other teaching and learning activities. The comprehensive study of design and the processes of designing and producing that were studied in the Preliminary course are synthesised and applied.

The MDP involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. The MDP is marked by external NESA approved markers who mark the submitted work before the HSC exams start. The MDP project contributes to 60% of the students HSC mark.

Assessment

Practical 60% and Theory 40% of course.

Homework and study

Home work will be assigned to students via their Google classroom at intervals during the year and at the discretion of their teacher. A regimented program of study is recommended where students attempt regular review, wider readings and research of subject material to support and supplement their classwork.

Pathways

The study of Design and Technology Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Design and Technology Stage 6 assists students to prepare for employment and full and active participation as citizens. Through the completion of quality design projects, students are provided with the opportunity to develop specific production and manufacturing skills.

User Pays Subject Fees

Contribution towards materials **\$50 per year**. Additionally, students will be required to purchase specific materials depending on the MDP they undertake.

Further Advice:

Head Teacher of TAS Industrial Arts: Derek Zammit

CODE	ATAR
DRA	ATAR

Why study Drama?

Through their studies in Drama, students develop their communicative skills, confidence and gain an increased awareness of themselves and others. Students will not only enhance their creative talents, but also learn to cultivate their cognitive, motivational and expressive skills.

Prerequisites:

Students must be prepared and able to work collaboratively in groups, as well as independently. It is preferred they have some performance experience and logbook writing skills; however, this is not a prerequisite. Students must be prepared to step out of their comfort zone and explore the world and themselves through Drama.

Course outline:

Students will be involved in the process of Making, Performing and Critical Study in Drama. Students engage with these components through group and individual experiences.

The **Preliminary** course is structured as follows:

- Term 1: Improvisation, Playbuilding, Acting
- Term 2: Elements of Production in Performance
- Term 3: Theatrical Traditions and Performance Styles

The **HSC** course involves:

- ☐ Two theoretical components – Australian Drama and Theatre [Contemporary Australian Theatre Practice] & Studies in Drama and Theatre [Significant Plays in the 20th Century]

Topics and prescribed texts are taught experientially, exploring how a work moves from page to stage. These practical experiences should inform the students' understanding and may be used to show a personal response which they are to incorporate in the analytical Drama essay.

- ☐ Two practical components – Group Performance and Individual Project

Group Performance: Students must devise and present a Group Performance, which involves creating a piece of original theatre. Individual Project: Students complete an Individual Project over the course of the HSC year, in which they demonstrate their expertise in a particular area, such as Critical Analysis (Director's Folio), Design (Costume, Lighting, Promotion and Program, Set), Performance, Script Writing or Video Drama.

Assessment:

HSC Drama students undertake a written examination, participate in a group performance and complete an individual project.

In the HSC, the breakdown is as follows:

40%- written paper consisting of a topic from The Studies in Drama and Theatre, & Australian Drama and Theatre

30% - Group Performance

30%- Individual Project

Homework and Study:

It is expected that students will need to complete regular independent study each week outside of set coursework and preparation for assessment tasks. Students are expected to complete a percentage of their IP and GP outside of class time and regularly document their progress and process of these projects, in the respective logbook.

Pathways:

Students who wish to pursue a career in theatre, the entertainment industry, teaching, media communications or public relations, can gain experience and confidence through their studies in this course.

User pays subject fees:

\$30 per year for course materials.

Further advice:

Rel Head Teacher of CAPA: Natalia Dexter

Teacher: Angela Taradilis

CODE	ATAR
EES	ATAR

Why Study Earth and Environmental Science (EES)?

The EES Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of EES. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes. Students must demonstrate skills in safe laboratory practice to meet legislative requirements. EES involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. The EES course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course.

Prerequisites:

This subject is for students with a demonstrated interest and ability in stages 4-5 science who are seeking university or TAFE entrance. Students need good organisation, a sound work ethic, skills in following laboratory procedures, using laboratory apparatus, research from sources, use of technology, interest in detailed investigation, graph work, problem solving and independent work in class and at home.

Course Outline:

The Preliminary course includes the four modules:	The HSC course includes the four modules:
<ul style="list-style-type: none"> • The Earth's Resources • Plate Tectonics • Energy Transformations • Human Impacts 	<ul style="list-style-type: none"> • Earth's Processes • Hazards • Climate Science • Resource Management

Assessment:

Students will have three assessment tasks in year 11 and four assessment tasks in year 12. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in **depth studies**. Practical investigations include undertaking laboratory experiments, including the use of appropriate digital technologies. Secondary-sourced investigations include locating and accessing a wide range of secondary data. Learning experiences have been designed to develop students' expertise in the following skill areas:

1. Questioning and predicting
2. Planning investigations
3. Conducting investigations
4. Processing data and information
5. Analysing data and information
6. Problem solving
7. Communicating

Homework and Study:

EES is rigorous and content-course driven and requires students to be independent learners and self-motivated to complete additional study at home. Students must ensure that they consistently revise key syllabus content and concepts and are expected to utilise the online learning resources on Google classroom to reinforce their learning.

Pathways:

Pathways:

Skills and knowledge in EES are useful in a range of courses studied at university and TAFE, in the workforce and in everyday life and for a range of careers including STEM related careers such as climate scientist, environmental engineer, marine biologist, sustainability consultant, water quality scientist, landscape architect and town planner.

User Pays Subject Fees:

There is a fee charged of **\$55 per year**.

Further Advice:

Rel Head Teacher of Science: Zoe Georgopoulou (Head Teacher: K. Iordanidis)

CODE	ATAR
ECO	ATAR

Why study Economics?

Economics develops students' knowledge and understanding of the operation of the global and Australian economy. Economics provides an understanding of and the skills to navigate many real-life issues that most Australian will encounter, such as interest rates, exchange rates and the role of individuals, business and government in the economy. Economics develops the analytical, problem-solving and communication skills of students.

Prerequisites:

The following skills are an advantage in Economics: essay writing, analytical skills, mathematical skills, logical thinking.

Course outline:

Economics provides an understanding of many aspects of the economy and its operation. The course investigates issues such as why unemployment or inflation rates change and how these changes impact on individuals, business and governments.

The Preliminary course will consist of:	The HSC course will cover:
<ul style="list-style-type: none"> ● Introduction to Economics (10%) – the nature of economics and the operation of an economy ● Consumers and Business (10%) – role of consumers and business in the economy ● Markets (20%) – role of markets, demand, supply and competition ● Labour Markets (20%) – workers and the role of labour in the economy ● Financial Markets (20%) – financial market in Australia, including the share market ● Government and the Economy (20%) – role of government in the Australian economy. 	<ul style="list-style-type: none"> ● The Global Economy (25%) – features of the global economy and globalisation ● Australia's Place in the Global Economy (25%) – Australia's trade and finance relationships ● Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management ● Economic Policies and Management (25%) – range of policies to manage the economy.

Assessment:

Preliminary assessment schedule:	HSC assessment schedule:
<ul style="list-style-type: none"> ● Research report - 30% ● Research and in-class topic test - 30% ● Preliminary exam - 40% 	<ul style="list-style-type: none"> ● Research report - 30% ● Topic test - 30% ● In-class extended response - 40% ● Trial HSC exam - 30%

Homework and study:

Economics is an intensive course requiring students to be independent learners and self-motivated to complete additional study at home. Economics students are encouraged to keep up to date with domestic and global issues and news.

Pathways:

Economics is recommended for study for anyone contemplating a career in international and domestic finance, international relations, economic policy and management, public administration, political and government roles. The course is a good background for many TAFE NSW and university courses.

User pay subject fees:

Nil

Further advice:

Head Teacher of HSIE: Seb Greenwood

CODE	ATAR
IEN	ATAR

Why study Engineering Studies?

Students will critically analyse objects and processes to develop understanding of industrial practices and answer questions such as;

- How is it used, what is it for, why has it been shaped the way it is shaped?
- How is it made, how have parts been manufactured and assembled to make the item?
- What materials is it made from and why?
- Will the changes be good for both society and the environment or will they cause problems?
- How can I best draw it so that a skilled tradesman can manufacture it?

This course offers the students knowledge, understanding and skills in aspects of engineering that include communication, mechanics, hydraulics, materials, historical/societal influences, electronics and the scope of the engineering profession.

In the Preliminary Course students undertake study in the following modules: Engineering Fundamentals, Engineering Products, Braking Systems, Biomedical.

In the HSC Course students undertake study in the following modules: Civil Structures, Personal and Public Transport, Aeronautical Engineering, Telecommunications.

Prerequisites

It is recommended that students who intend to study this subject should have studied some of the following subjects in their junior years:

- Physics/Science
- Advanced Mathematics (including Trigonometry)
- Graphics and Drawing

Course Outline

Throughout the course you will:

- Knowledge of materials, how they are used in industry, what materials are used and why.
- Knowledge of processes used for manufacture.
- Understanding of how modern products are developed, modified and improved for the future.
- Understanding the scope of engineering and the role of the engineer.
- Understanding engineering principles and appreciating the responsibilities of engineers in society.
- Communication skills including Graphical, Written and Verbal.
- Understand the development in technology and appreciate their influence on people and engineering practice.
- Understanding of the processes used to calculate the stresses in built structures.
- Apply management and problem solving skills in an engineering context.
- Application of engineering methodology.

Assessment

5% practical and 95% theory

Homework and study

Homework will be assigned to students via their Google classroom at intervals during the year and at the discretion of their teacher. A regimented program of study is recommended where students attempt regular review, wider readings and research of subject material to support and supplement their classwork.

User Pays Subject Fees

Contribution for materials \$35.00. Purchase of Rochford Text \$33.00

Pathways

This course will give students the opportunity to follow professional, vocational and employment pathways. The insight and experience associated with Engineering Studies will provide a very useful background for further study at University.

Further Advice:

Head Teacher of TAS Industrial Arts: Derek Zammit

CODE	ATAR
ENA	ATAR

Why study English Advanced?

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts and actively engage with the cycle of understanding and responding to texts.

Prerequisites:

Students attempting English Advanced must have achieved at an A or B Grade in the English ROSA. In addition, they must have an interest in reading and in the critical study of literature. **Only two English Advanced classes will be created. Only the top 48 Year 10 Students who select English Advanced will be accepted.**

Course Outline:

Preliminary English Advanced course	HSC English Advanced course
Reading to Write: Transition to English Advanced (40 hours) Narratives that Shape our World (40 hours) Critical Study of Literature (40 hours)	Texts and Human Experiences (30 hours) Textual Conversations (30 hours) Critical Study of Literature (30 hours) The Craft of Writing (30 hours)
Text requirements - There are no prescribed texts for Year 11. Across Stage 6, the selection of texts must give students experience of: <ul style="list-style-type: none"> texts that are widely regarded as quality literature a range of Australian texts a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts texts with a range of social, cultural and gender perspectives 	Text requirements Students are required to closely study 4 prescribed texts, with at least ONE drawn from each of the following categories: <ul style="list-style-type: none"> prose fiction poetry drama OR nonfiction OR film OR media. At least ONE of the texts selected must be authored by Shakespeare.

Assessment:

The majority of the work undertaken in English is theoretical and involves the close study of ideas and texts in various contexts. Students will be assessed on their ability to:

- read, comprehend, interpret and critically analyse a range of texts across a variety of text types
- critically analyse the ideas, themes forms and features of texts
- compose critical and creative responses that demonstrate knowledge and understanding
- use language appropriate to purpose, audience and form to communicate ideas

Homework and Study:

Homework will be assigned to students at the discretion of their teacher. A regimented program of study is recommended where students attempt regular review, wider readings and research of subject material to support and supplement their classwork. Students are also expected to engage in wide reading and the development and refinement of their extended writing.

Pathways:

Employment and further education require high level written and oral communication skills. The study of English, with its emphasis on critical and interpretive skills, prepares students well for further studies at TAFE or University. Students who study the English Advanced course will be well prepared for further study of English and related disciplines at university, in particular the study of law, journalism, teaching and communication courses.

Subject Fees:

Nil

Further Advice:

Head Teacher of English: Daniel White

CODE	ATAR
EALD	ATAR

Why study English EAL/D (English as an Additional Language/Dialect)?

The English EAL/D course is designed for students to become proficient in English to enhance their personal, educational, social and vocational lives. The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the cycle of understanding and responding to texts.

Prerequisites:

The English EAL/D course may be studied by any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for five years or less prior to commencing the Preliminary course. This includes:

- students whose learning has been interrupted by periods away from education in which English was the language of instruction
- Aboriginal and Torres Strait Islander students from Indigenous communities where Standard Australian English is not the common language of the local community.

Note: An EAL/D Eligibility Declaration form must be completed for any student seeking entry to the course.

Course Outline:

Preliminary English EAL/D course	HSC English EAL/D course
Reading to Write: Transition to EAL/D English (40 hours) Texts and Society (40 hours) Close Study of Text (40 hours)	Texts and Human Experiences (30 hours) Language, Identity and Culture (30 hours) Close Study of Text (30 hours) Writing (30 hours)
There are no prescribed texts for Year 11. Students are required to study ONE quality literary text; for example a film, prose fiction, a drama or a poetry study which may constitute a selection of poems from the work of one poet.	Students are required to closely study 3 types of prescribed texts, with ONE drawn from each of the following categories: <ul style="list-style-type: none"> ▪ prose fiction ▪ poetry ▪ drama OR film OR media OR nonfiction. The selections of texts for the focus area of Writing do not contribute to the required pattern of prescribed texts for the course.

Assessment:

The English EAL/D courses assist students to participate more effectively in Australian education and society by providing the opportunities to learn English in varied, relevant, authentic and challenging contexts. The focus is on improving the language skills of EAL/D students.

Homework and Study:

Homework will be assigned to students at the discretion of their teacher. A regimented program of study is recommended where students attempt regular review, wider readings and research of subject material to support and supplement their classwork. Students are also expected to engage in wide reading/viewing of texts in the English language and the development and refinement of their written, oral and listening skills.

Pathways:

The English EAL/D course assists students to participate more effectively in Australian education and society by providing them with the opportunity to learn Standard Australian English in varied, relevant, authentic and challenging contexts. Students will be able to respond to and compose texts for a variety of purposes and audiences that are relevant to their personal, educational, social and vocational lives, including employment and tertiary education.

Subject Fees:

NIL

Further Advice:

Head Teacher of English: Daniel White

CODE	ATAR
ENX	ATAR

Why study English Extension?

The English Extension provides students who undertake English Advanced, and are accomplished in their use of English, with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts and gain skills in independent investigation, analytical thinking and sustained composition.

Prerequisites:

Students should be performing at an A grade level in the English ROSA. A strong interest in reading and the academic study of literature are essential background for this course. Students must be studying English Advanced. Preliminary English Extension is a prerequisite for HSC English Extension 1. HSC English Extension 1 is a co-requisite for HSC English Extension 2.

Course Outline:

Preliminary English Extension course	HSC English Extension 1 course
Texts, Culture and Value (40 hours) Related Research Project (20 hours)	Literary Worlds (including ONE elective option) (60 hours)
Text requirements Teachers prescribe ONE text from the past and its manifestations in one or more recent contexts. Students select ONE text and its manifestations in one or more recent contexts. They research a range of texts as part of their Related research project.	Text requirements Students are required to study THREE prescribed texts in ONE elective. At least TWO of these texts are required to be extended print texts, which may include poetry. Students are also required to study ONE related text for the elective.
HSC English Extension 2 course (additional 1 unit)	
Author and Authority (20 hours) Major Work (40 hours)	
For the English Extension 2 Year 12 course, students are required to: <ul style="list-style-type: none"> be undertaking study of the English Extension 1 Year 12 course complete 60 indicative hours undertake Author and authority concurrently, including ONE author study complete a Major work document coursework in a Major work journal. 	

Assessment:

Most of the work is of a highly conceptual and theoretical nature. Students will apply concepts and skills in a practical way through their own wide reading, independent investigation and oral/written presentations. The skills in this course are an extension of the core skills required for the English Advanced course.

Homework and Study:

Homework will be assigned to students at the discretion of their teacher. A regimented program of study is recommended where students attempt regular review, wider readings and research of subject material to support and supplement their classwork. Students are also expected to engage in wide reading and the development and refinement of their extended writing.

Pathways:

The analytical nature of the course prepares students for tertiary study, especially for courses in communication, law, journalism, media and teaching.

Subject Fees:

Nil

Further Advice:

Head Teacher of English: Daniel White

ENGLISH STANDARD

CODE	ATAR
ENS	ATAR

Why study English Standard?

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the cycle of understanding and responding to texts.

Prerequisites:

English Standard is a challenging course. Attainment of a C grade or above in the English ROSA is recommended.

Course Outline:

Preliminary English Standard course	HSC English Standard course
Reading to Write: Transition to English Standard (40 hours) Contemporary Possibilities (40 hours) Close Study of Literature (40 hours)	Texts and Human Experiences (30 hours) Language, Identity and Culture (30 hours) Close Study of Literature (30 hours) The Craft of Writing (30 hours)
There are no prescribed texts for Year 11. Students are required to study ONE complex multimodal or digital text in Contemporary possibilities. This may include the study of film. Students are required to study ONE substantial literary print text in Close study of literature, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of ONE poet.	Students are required to closely study 3 prescribed texts, with ONE drawn from each of the following categories: <ul style="list-style-type: none">prose fictionpoetrydrama OR film OR media OR nonfiction.

Assessment:

The majority of the work undertaken in English Standard is theoretical and involves the close study of ideas and texts in various contexts. Students will be assessed on their ability to:

- read, comprehend, interpret and critically analyse a range of texts across a variety of text types
- critically analyse the ideas, themes forms and features of texts
- compose critical and creative responses that demonstrate knowledge and understanding
- use language appropriate to purpose, audience and form to communicate ideas

Homework and Study:

Homework will be assigned to students at the discretion of their teacher. A regimented program of study is recommended where students attempt regular review, wider readings and research of subject material to support and supplement their classwork. Students are also expected to engage in wide reading and the development and refinement of their extended writing.

Pathways:

Both employment and further education require high level written and oral communication skills. Most employers look first to English as an indicator of these skills. The study of English, with its emphasis on critical and interpretive skills, prepares students well for further studies at TAFE or University.

Subject Fees:

NIL

Further Advice:

Head Teacher of English: Daniel White

CODE	ATAR
EST	OPTIONAL

Why study English Studies?

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

Prerequisites:

ROSA English provides the background required for the study of an English course at the Higher School Certificate. The successful completion of an English course is compulsory in order to achieve an HSC.

Course Outline:

Preliminary English Studies course	HSC English Studies course
Reading to Write: Transition to English Studies (30-40 hours) An additional 2-3 Elective Focus Areas (20-40 hours each)	Narrative and Human Experiences (35 hours) Writing for Purpose (35 hours) 2 Elective Focus Areas (50 hours)
There are no prescribed texts for Year 11. Students are required to study ONE substantial multimodal text, which could be film or media. Students are required to student ONE substantial print text, which could be prose fiction, non-fiction, poetry or drama.	Students are required to study a wide range of texts, with ONE substantial text drawn from each of the following categories: <ul style="list-style-type: none"> print text, which could be prose fiction, nonfiction, poetry or drama multimodal text, which could be film or media. For Narrative and human experiences, students are required to study: <ul style="list-style-type: none"> ONE text from the prescribed text list. For Writing for purpose, students are required to study: <ul style="list-style-type: none"> At least FOUR short texts from the prescribed text list

Assessment:

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences through the cycle of understanding and responding to texts.

Homework and Study:

Homework will be assigned to students at the discretion of their teacher. A regimented program of study is recommended where students attempt regular review, wider readings and research of subject material to support and supplement their classwork. Students are also expected to engage in wide reading and the development and refinement of their extended writing.

Pathways:

Both employment and vocational education require some level of written and oral communication skills. Most employers look first to English as an indicator of these skills. The study of English Studies prepares students well for employment and further studies at TAFE.

Subject Fees:

Nil

Further Advice:

Head Teacher of English: Daniel White

EXPLORING EARLY CHILDHOOD (CEC)

CODE	ATAR
EEC	NON-ATAR

Why Study Exploring Early Childhood?

The "Exploring Early Childhood" Stage 6 syllabus, offered as a Content Endorsed Course (CEC), provides students with a foundation in the field of early childhood development and education. It focuses on understanding child development, environmental factors influencing growth, and building positive relationships with young children. The course includes a compulsory core component and optional modules that delve deeper into specific areas of interest.

Prerequisites:

To be successful in EEC it would be beneficial if students studied the Child Studies elective in Stage 5. Students should also show a keen interest in one of the pathways aligned with this course. As this course has a practical as well as a theoretical base, it is considered important and highly desirable that students have the opportunity to interact with young children on a regular basis. The purpose of this interaction is to observe children, and to gain experience in understanding and relating to individual children. This is best achieved in informal settings, such as the home, with friends or relatives. This interaction would occur outside of school hours.

Course Outline:

Core studies the core studies are compulsory. There are three parts to the core: Part A: Pregnancy and Childbirth (15 hrs) Part B: Child Growth and Development (20 hrs) Part C: Promoting Positive Behaviour (10 hrs). There are multiple optional modules of study. The optional modules, which can be selected based on student interest and teacher expertise, cover a range of topics related to early childhood. The number of optional modules a student completes will vary depending on the course structure and school's decision.

Skills that you will develop while studying this course:

The course aims to develop students' knowledge, understanding, and skills in areas like communication, research, analysis, decision-making, and evaluation. The syllabus encourages students to connect theoretical knowledge with practical experiences, preparing them for potential future roles in early childhood education or related fields.

Assessment:

Exploring Early Childhood is a Content Endorsed Course (CEC), meaning it's a non-ATAR course with all assessment conducted internally within the school and will vary depending on course outcomes.

Homework and Study:

Students will be required to undertake 1 hour of homework or study per night.

Pathways:

It can be a stepping stone to further education in early childhood education, child health, or social work. The knowledge and skills gained can also be applied in various industries such as arts and recreation, education and training, health care, and public administration.

User pays subject fees:

Nil

Further Advice:

Head Teacher of PDHPE

CODE	ATAR
FTE	ATAR

Why Study Food Technology?

This course provides students with the opportunity to develop broad knowledge and understanding about nutrition, diet and health in Australia, food availability and selection. Students investigate the Australian Food Industry, the production, processing, packaging, storage and distribution of food and the marketing of food products. Practical skills in developing, experimenting, planning, preparing and presenting food are integrated throughout the course.

Prerequisites:

Nil

Course Outline:

Preliminary Course	HSC Course
<ul style="list-style-type: none"> • Nutrition (30%). • Food Quality (40%) • Food availability and Selection (30%), 	<ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%)

Assessment:

Assessments will range from report writing, research tasks, experiments, food application and preparation.

Homework and Study:

It is expected that students will need to complete approximately 1 hour of homework / independent study each week outside of set coursework and preparation for assessment tasks.

Pathways:

This course will provide you with the knowledge, skills, attitudes and values to contribute positively to pathways to employment or further education at TAFE or university. The study of Food Technology provides you with career options, which may include dietetics, food research and technology, teaching, nursing, developing new food products, food marketing and nutrition. You may gain credit transfer in some certificate and diploma courses at TAFE NSW.

User Pays Subject Fees:

A subject charge of **\$140** to cover the cost of food used in practical lessons, applies to this subject.

Students must purchase an apron for practical lessons. This is available from school for \$10 (*approximately - this could be subject to change*). Those students who have previously studied Food Technology in Years 9 and 10 can use their existing apron. Students are also required to provide a tea-towel and container for all practical lessons. Students who fail to bring their practical equipment will not be able to participate in practical activities.

Students are required to wear, at all times in the food laboratory, footwear with **'full black leather uppers and a non-slip sole'**. It must be noted that 'joggers' even with full leather uppers are not acceptable. Students without the correct footwear will not be able to participate in practical activities.

Further Advice:

Head Teacher of TAS Home Economics: Natalia Dexter

FRENCH BEGINNERS

CODE	ATAR
FRB	ATAR

Why Study French Beginners?

Dealing with another culture enables people to gain a more profound understanding of their own culture. Creativity and complex problem-solving skills are increased with the study of foreign languages as well as communication skills. Research has proven that learning another language is one of the most effective and practical ways to increase intelligence, keep your mind sharp, and buffer your brain against aging. Studying French also broadens students' horizons, and it can boost their chances of tertiary entrance and improve job prospects down the track.

Prerequisites:

Those who have chosen to study French in Year 9 and Year 10 cannot undertake this course. Those who have lived and/or been educated in a French speaking environment or who are native speakers are also ineligible. Other eligibility rules also apply. Students must complete a NESA statutory declaration in order to establish eligibility.

Course outline:

Students will be introduced to the French language and culture. They will learn grammatical structures, vocabulary, and idiom within the context of topic areas prescribed in the Syllabus. These topics are:

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

Students' language skills are developed through such tasks as:

- exchanging everyday information, experiences, and opinions in conversation in the target language
- responding to simple target language spoken at near normal speed
- processing written target language texts
- writing dialogues and letters using everyday conversational pattern

Assessment:

In the Preliminary course there are 3 Tasks including the Preliminary Examination. In the HSC course there are 4 Tasks including the Trials.

Homework and Study:

In French this includes a variety of tasks to reinforce language skills such as vocabulary exercises where you memorize new words and use them in sentences and in completing work sheets; grammar practice which includes conjugating verbs and practicing sentence structures; reading comprehension where you show your understanding of passages in French; writing activities and listening practice where you may record yourself responding to questions.

Pathways:

Learning a language has direct benefits across all career pathways. Language skills can be applied in almost every industry, aiding communication, fostering cultural understanding, and enhancing collaboration. Proficiency in multiple languages can lead to better customer service, more effective marketing strategies, and improved negotiation skills. Additionally, it opens up international job opportunities, supports career advancement, and increases competitiveness in the global job market.

User pays subject fees:

\$35.00 for course materials.

Further advice:

Head Teacher of Languages: Anne Mangraviti

FRENCH CONTINUERS

CODE	ATAR
FRC	ATAR

Why Study French Continuers?

Studying French can be highly beneficial for several reasons. It opens up opportunities for international travel, work, and cultural experiences, as French is spoken in 29 countries worldwide. It enhances career prospects, especially in international business, diplomacy, and global organizations. Additionally, learning French can improve cognitive skills, such as problem-solving and creativity, and provide access to rich literary, artistic, and historical traditions. It can also broaden students' horizons, and it can boost their chances of tertiary entrance and improve job prospects down the track.

Prerequisites

Students need to have studied French in Stage 5 Years 9 and 10.

Course outline:

The Preliminary and HSC courses have as their organizational focus themes and associated topics. The students' listening, speaking, reading and writing skills in French and their knowledge of French vocabulary and structures will be developed through tasks associated with a range of texts and text types which relate to the themes and topics. The students will also gain insights into the French language and culture through the study of a range of texts that include literary text written for language students, film and songs. Students' language skills are developed through focusing on the four skill areas: listening, speaking, reading and writing. Students will be involved in tasks such as: exchanging information, opinions and experiences in conversation in French. They will also respond to aural stimulus, analysing, processing and evaluating as well as responding to a variety of written text.

Assessment

In the Preliminary course there are 3 Tasks including the Preliminary Examination. In the HSC course there are 4 Tasks including the Trials.

Homework and Study

In French this includes a variety of tasks to reinforce language skills such as vocabulary exercises where you memorize new words and use them in sentences and in completing work sheets; grammar practice which includes conjugating verbs and practicing sentence structures; reading comprehension where you show your understanding by reading passages in French and responding to questions; writing activities focusing on topics discussed in class and listening practice and speaking where you may record yourself responding to questions in French.

Pathways:

Learning a language has direct benefits across all career pathways. Language skills can be applied in almost every industry, aiding communication, fostering cultural understanding, and enhancing collaboration. Proficiency in multiple languages can lead to better customer service, more effective marketing strategies, and improved negotiation skills. Additionally, it opens up international job opportunities, supports career advancement, and increases competitiveness in the global job market.

User Pays Subject Fees:

\$35.00 for course materials.

Further advice:

Head Teacher of Languages: Anne Mangraviti

CODE	ATAR
GEO	ATAR

Why study Geography?

The course offers the opportunity for students to investigate and understand the physical and human world around them to develop informed and responsible values and attitudes towards ecological sustainability, active and informed citizenship and responsible, autonomous life-long learning. Ethical research practices are also developed. Geography gives us a broad range of skills to interpret the world around us.

The 21st Century is a crucial time in which we must learn to work within our planet's ability to support us. The managers of the future must think globally and act locally. Geography gives us a head start.

Prerequisites:

To be successful in Geography it is recommended to have achieved a minimal result of C in English and Mathematics in Year 9 and a B in a Stage 5 HSIE subject. A basic understanding of some geographical skills taught in the mandatory Stage 4 & 5 Geography course is assumed. Bring your own device (BYOD) is an expectation for students wishing to participate in all HSIE subjects. You should also register for a State Library Card to access journals and other reading materials.

Course Outline:

The course investigates physical and human geography and develops students' knowledge and understanding of the relationship between people and their environment and the effect they have on each other. Students investigate the unique characteristics of our world through case studies, fieldwork, geographical skills and the study of contemporary geographical issues. This includes a field trip to the Great Barrier Reef to support the HSC topics Ecosystems and Global Biodiversity, and Global Sustainability - Tourism.

The Preliminary course covers:	The HSC Course covers:
<ul style="list-style-type: none"> Earth's Natural Systems – students investigate Earth's diverse landscapes and physical features, examining the cycles, circulations, interconnections and spatial patterns that combine to form the Earth's integrated system. People, Patterns and Processes – students investigate evidence of human diversity across the Earth's surface, examining the spatial patterns and extent of the human footprint, & the human transformations shaping those patterns. Human-Environment Interactions – Students investigate the long-term development of natural systems compared to the short time frame of human activity, climate change, as well as the role of humans in contributing to land cover change. Geographical Investigation – a geographical study of the student's own choosing using primary research methodologies. 	<ul style="list-style-type: none"> Global Sustainability – Students investigate sustainability in the contemporary world, including principles of, and actions for, sustainability. Students study ONE global economic activity and its sustainability. Rural and Urban Places – Students investigate the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale. Ecosystems and Global Biodiversity – Students investigate the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity.

Assessment:

Students complete a Geographical Investigation in the Preliminary course and must undertake 12 hours of compulsory fieldwork in both the Preliminary and HSC courses. Fieldwork reports make up a significant part of the assessment in both years. Students will be assessed in the following ways: evaluating responses and management strategies for sustainability, synthesising and interpreting complex geographical data and information for patterns, trends, relationships and to support investigation, applying geographical skills and tools, planning and conducting inquiry, and communicating logically and effectively.

Homework and Study:

It is expected that students will need to complete approximately 1 hour of homework / independent study each week outside of preparation for assessment tasks.

Pathways:

Graduates of Geography often proceed to Tertiary Education and pursue careers in environmental sciences, urban planning, law, teaching, medicine, travel and tourism, communications, social work and journalism.

User pays subject fees:

GTANSW Revision guides should be purchased for the HSC course. The school can arrange the purchase for students. The cost is dependent on up to date pricing from the GTA.

Further advice:

Subject Leader of Geography: Jayden Hankin

CODE	ATAR
HMS	ATAR

Why Study Health Movement and Science?

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. While there is tremendous opportunity for good health, there are numerous conflicting influences on lifestyle, which are impacting health outcomes. 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.

Prerequisites:

To be successful in HMS it is recommended to have achieved a minimal result of C in English and a B in PDHPE. Health and Movement Science builds on the foundational knowledge, understanding and skills developed in the PDHPE K–10 course, while also integrating knowledge from HSIE and Science. It is beneficial but not limited to students who have a very keen interest Sport and human movement. This course is open to all serious students who want to expand their knowledge, skills and understanding in Health and Physical Education.

Course Outline:

Preliminary Health and Movement Science	Indicative Hours	HSC Health and Movement Science	Indicative hours
Health for individuals and communities	40	Health in an Australian and global context	45
The body and mind in motion	40	Training for improved performance	45
Depth studies (minimum of 2)	20	Depth Studies (minimum of 2)	30
Collaborative Investigation (assessable)	20		

Skills that you will develop while studying this course:

HMS develops a range of skills, including critical and creative thinking, problem-solving, research and analytical skills, and collaboration. Students also learn to apply scientific concepts to understand health and movement, and to contribute to their own and others' well-being. The course encourages students to explore areas of interest and make informed decisions about their health and lifestyle.

This course has a substantial theory component; practical work is minimal and directly relates to the theory work in class.

Homework and Study:

It is expected that students will need to complete the course Syllabus Learning Journal to track their learning and feedback plus appropriately 1 hour of homework/study each week due to the demands of this subject.

Assessment:

Students will complete a variety of assessments including, topic tests, short and long responses, a collaborative investigation involving practical laboratory depth study and portfolio.

User pays subject fees:

There is a cost involved whilst completing the preliminary Focus Area 2: The Body and Mind in motion, Depth Study which is an external practical laboratory. Approximately \$85

Pathways:

The course would be of great benefit to anyone wishing to take up a career in any of the sport sciences, nursing, coaching, PDHPE teaching or physiotherapy.

Further Advice:

Rel Head Teacher of PD/H/PE: Cathryn Johnson

HOSPITALITY – FOOD AND BEVERAGE (VET)

CODE	ATAR
HPO	OPTIONAL

2026 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality	
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>	
Course: Hospitality (Food and Beverage) Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality https://training.gov.au/training/details/SIT20322 . You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved. Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.	
Transferrable industry skills gained in this course	
<ul style="list-style-type: none"> customer service skills teamwork organisational skills adaptability critical thinking problem solving 	
Examples of occupations in the hospitality industry	
<ul style="list-style-type: none"> food and beverage attendant restaurant host/hostess function attendant espresso coffee machine operator receptionist barista and café service 	
VET requirements	
Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.	
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines	
HSC requirements	
Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.	
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.	
Consumable costs: Preliminary - \$150 HSC - Add school specific equipment and associated requirements: Coffee Course Training - \$129 * / Hospitality Food and Beverage Apron \$42.00* <i>*Subject to change</i>	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality	
Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	

Further Advice:

Head Teacher of TAS Home Economics: Natalia Dexter

INDUSTRIAL TECHNOLOGY –TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

CODE	ATAR
ITT	ATAR

Why Study Industrial Technology - Timber and Furniture Technologies?

Industrial Technology is a practical, non-vocational, 2 Unit course. The course focuses on specific skills and knowledge associated with the timber industry such as:

- Craftsmanship skills to allow you to manage and build projects primarily from timber.
- Current manufacturing techniques and technologies as used in the timber industry
- Design limitations in working with wood
- Environmental issues associated with the Timber Industry
- Common management structures of companies within the Timber Industry

Prerequisites

There are no prerequisites for Industrial Technology however, those students that have studied IT-Wood or Graphics Technology in junior school would find their knowledge and skills from those subjects an advantage in this course.

Course outline

In the Preliminary Course students complete project work as a means of attaining the required craftsmanship skills required to construct a major project in the HSC year. All practical work will include an accompanying management folio which is computer generated. Associated theoretical knowledge is gained through the study of current and past industrial practices including graphical communication and occupational health and safety. Students will also study the Timber Industry in general, covering the managerial, structural, technological and environmental issues that affect the industry. The students must also undertake an in-depth study of a company within the timber industry and produce a report based on that study.

In the HSC course students will focus on the student's own major work. **STUDENTS WILL PROVIDE THEIR OWN TIMBER** for the MDP. The major work will be marked by external examiners and will form part of both the school's assessment and the HSC assessment and is due before the HSC exam period. A folio will accompany the major work and will show evidence of planning and management of the major work. The study of industry and the theoretical components of the course will be examined at the HSC in a one and a half hour exam. This exam is worth 40% of the final HSC mark, and the major work 60%.

Assessment

Practical is 60% and Theory is 40%.

Students must construct a major work that is made primarily from timber. Year 12 students must be able to cover the cost of timber for their practical project. There is a course fee and students must wear personal protective equipment including leather upper shoes in the workshop.

Homework and study

Homework will be assigned to students via their Google classroom at intervals during the year and at the discretion of their teacher. A regimented program of study is recommended where students attempt regular review, wider readings and research of subject material to support and supplement their classwork.

User Pays Subject Fees

Contribution towards materials - \$80 per year

Pathways

This course develops a wide range of skills as indicated above to help students become employable in a range of industries, but in particular those involving timber. Knowledge of industrial practices will help integration of students into any workforce. The understanding of materials and processes will help students endeavouring to undertake further study throughout their lives.

Further Advice:

Head Teacher of TAS Industrial Arts: Derek Zammit

CODE	ATAR
ITB	ATAR

Why Study Italian Beginners?

Dealing with another culture enables people to gain a more profound understanding of their own culture. Creativity and complex problem-solving skills are increased with the study of foreign languages as well as communication skills. Research has proven that learning another language gives you skills which can help you do well in other subjects. It improves your understanding of how English works, and enables you to hone problem-solving and analytical skills which are naturally applied to other subjects you are studying. It broadens your horizons. It can also boost your chances of tertiary entrance and it can improve job prospects down the track.

Prerequisites:

Those who have chosen to study Italian in Year 9 and Year 10 cannot undertake this course. Those who have lived and/or been educated in an Italian speaking environment or who are native speakers are also ineligible. Other eligibility rules also apply. Students must complete a NESA statutory declaration in order to establish eligibility.

Course outline:

Students will be introduced to the Italian language and culture. They will learn grammatical structures, vocabulary, and idiom within the context of topic areas prescribed in the Syllabus. These topics are: family life, home, and neighbourhood people, places, and communities education and work friends, recreation, and pastimes holidays, travel, and tourism future plans and aspirations.

Students' language skills are developed through such tasks as: exchanging everyday information, experiences, and opinions in conversation in the target language responding to simple target language spoken at near normal speed, processing written target language texts writing dialogues and letters using everyday conversational pattern.

Assessment:

In the Preliminary course there are 3 Tasks including the Preliminary Examination. In the HSC course there are 4 Tasks including the Trials.

Homework and Study:

In Italian this includes a variety of tasks to reinforce language skills such as vocabulary exercises where you memorize new words and use them in sentences and in completing work sheets; grammar practice which includes conjugating verbs and practicing sentence structures; reading comprehension where you show your understanding of passages in Italian; writing activities and listening practice where you may record yourself responding to questions.

Pathways:

Learning a language has direct benefits across all career pathways. Language skills can be applied in almost every industry, aiding communication, fostering cultural understanding, and enhancing collaboration. Proficiency in multiple languages can lead to better customer service, more effective marketing strategies, and improved negotiation skills. Additionally, it opens up international job opportunities, supports career advancement, and increases competitiveness in the global job market.

User pays subject fees:

\$35 for course materials

Further advice:

Head Teacher of Languages: Anne Mangraviti

Languages Teacher (Italian/French/Greek): Roula Evangelinos

ITALIAN CONTINUERS

CODE	ATAR
ITC	ATAR

Why Study Italian Continuers?

Studying Italian can be highly beneficial for several reasons. It opens up opportunities for international travel, work, and cultural experiences, as Italian is spoken in many countries worldwide. It enhances career prospects, especially in international business, diplomacy, and global organizations. Additionally, learning Italian can improve cognitive skills, such as problem-solving and creativity. It broadens their horizons. It can also boost chances of tertiary entrance and it can improve job prospects down the track.

Prerequisites:

Students need to have studied Italian in Stage 5 Years 9 and 10.

Course outline:

The Preliminary and HSC courses have as their organizational focus themes and associated topics. The students' listening, speaking, reading and writing skills in Italian and their knowledge of Italian vocabulary and structures will be developed through tasks associated with a range of texts and text types which relate to the themes and topics. The students will also gain insights into the Italian language and culture through the study of a range of texts that include literary text written for language students, film and songs. Students' language skills are developed through focusing on the four skill areas: listening, speaking, reading and writing. Students will be involved in tasks such as: exchanging information, opinions and experiences in conversation in Italian. They will also respond to aural stimulus, analysing, processing and evaluating as well as responding to a variety of written text.

Assessment:

In the Preliminary course there are 3 Tasks including the Preliminary Examination. In the HSC course there are 4 Tasks including the Trials.

Homework and Study:

In Italian this includes a variety of tasks to reinforce language skills such as vocabulary exercises where you memorize new words and use them in sentences and in completing work sheets; grammar practice which includes conjugating verbs and practicing sentence structures; reading comprehension where you show your understanding by reading passages in Italian and responding to questions; writing activities focusing on topics discussed in class and listening practice and speaking where you may record yourself responding to questions in Italian.

Pathways:

Learning a language has direct benefits across all career pathways. Language skills can be applied in almost every industry, aiding communication, fostering cultural understanding, and enhancing collaboration. Proficiency in multiple languages can lead to better customer service, more effective marketing strategies, and improved negotiation skills. Additionally, it opens up international job opportunities, supports career advancement, and increases competitiveness in the global job market.

User pays subject fees:

\$35 for course materials

Further advice:

Head Teacher of Languages: Anne Mangraviti

Languages Teacher (Italian/French/Greek): Roula Evangelinos

CODE	ATAR
JAB	ATAR

Why Study Japanese Beginners?

Dealing with another culture enables people to gain a more profound understanding of their own culture. Creativity and complex problem-solving skills are increased with the study of foreign languages as well as communication skills. Research has proven that learning another language is one of the most effective and practical ways to increase intelligence, keep your mind sharp, and buffer your brain against aging. Studying Japanese also broadens students' horizons, and it can boost their chances of tertiary entrance and improve job prospects down the track.

Prerequisites:

Those who have chosen to study Japanese in Year 9 and Year 10 cannot undertake this course. Those who have lived and/or been educated in a Japanese speaking environment or who are native speakers are also ineligible. Other eligibility rules also apply. Students must complete a NESA statutory declaration in order to establish eligibility.

Course outline:

Students will be introduced to the Japanese language and culture. They will learn grammatical structures, vocabulary, and idiom within the context of topic areas prescribed in the Syllabus. These topics are:

- Family life, home, and neighbourhood
- People, places, and communities
- Education and work
- Friends, recreation, and pastimes
- Holidays, travel, and tourism
- Future plans and aspirations.
- Students' language skills are developed through such tasks as:
 - Exchanging everyday information, experiences, and opinions in conversation in the target language
 - Responding to simple target language spoken at near normal speed
 - Processing written target language texts
 - Writing dialogues and letters using everyday conversational pattern

Assessment:

In the Preliminary course there are 3 Tasks including the Preliminary Examination. In the HSC course there are 4 Tasks including the Trials.

Homework and Study

In Japanese this includes a variety of tasks to reinforce language skills such as vocabulary exercises where you memorize new words and use them in sentences and in completing work sheets; grammar practice which includes conjugating verbs and practicing sentence structures; reading comprehension where you show your understanding of passages in Japanese; writing activities and listening practice where you may record yourself responding to questions.

Pathways

Learning a language has direct benefits across all career pathways. Language skills can be applied in almost every industry, aiding communication, fostering cultural understanding, and enhancing collaboration. Proficiency in multiple languages can lead to better customer service, more effective marketing strategies, and improved negotiation skills. Additionally, it opens up international job opportunities, supports career advancement, and increases competitiveness in the global job market.

User pays subject fees:

\$35.00 for course materials.

Further advice:

Head Teacher of Languages: Anne Mangraviti

Japanese Teacher: Carmen Lao

JAPANESE CONTINUERS

CODE	ATAR
JAC	ATAR

Why Study Japanese Continuers?

Learning Japanese can open doors to exciting opportunities and experiences. By studying Japanese, you'll gain access to a rich cultural heritage, from traditional arts to modern pop culture. Knowing the language can enhance your travel experiences in Japan, allowing you to connect with locals and understand the country's unique customs and traditions. Additionally, Japanese language skills are highly valued in various industries, providing you with a competitive edge in the global job market. Embrace the challenge, and you'll discover a new world of possibilities! Studying Japanese also broadens students' horizons, and it can boost their chances of tertiary entrance and improve job prospects down the track.

Prerequisites

Students need to have studied Japanese in Stage 5 Years 9 and 10.

Course outline:

The Preliminary and HSC courses have as their organizational focus themes and associated topics. The students' listening, speaking, reading and writing skills in Japanese, and their knowledge of Japanese vocabulary and structures will be developed through tasks associated with a range of texts and text types which relate to the themes and topics. The students will also gain insights into the Japanese language and culture through the study of a range of texts that include literary text written for language students, film and songs. Students' language skills are developed through focusing on the four skill areas: listening, speaking, reading and writing. Students will be involved in tasks such as: exchanging information, opinions and experiences in conversation in Japanese. They will also respond to aural stimulus, analysing, processing and evaluating as well as responding to a variety of written text. Students will also have the opportunity to enrol in the Japanese Extension course in Year 12.

Assessment:

In the Preliminary course there are 3 Tasks including the Preliminary Examination. In the HSC course there are 4 Tasks including the Trials.

Homework and Study

In Japanese this includes a variety of tasks to reinforce language skills such as vocabulary exercises where you memorize new words and use them in sentences and in completing work sheets, kanji (Chinese character) writing practise and grammar practice which includes conjugating verbs and practicing sentence structures; reading comprehension where you show your understanding by reading passages in Japanese and responding to questions; writing activities focusing on topics discussed in class and listening practice and speaking where you may record yourself responding to questions in Japanese.

Pathways:

Learning a language has direct benefits across all career pathways. Language skills can be applied in almost every industry, aiding communication, fostering cultural understanding, and enhancing collaboration. Proficiency in multiple languages can lead to better customer service, more effective marketing strategies, and improved negotiation skills. Additionally, it opens up international job opportunities, supports career advancement, and increases competitiveness in the global job market.

User Pays Subject Fees:

\$35 per year for course materials.

Further advice:

Head Teacher of Languages: Anne Mangraviti

Japanese Teacher: Carmen Lao

CODE	ATAR
LST	ATAR

Why study Legal Studies?

The Legal Studies course develops knowledge and understanding of the nature and functions of law in our society. It examines the structure and sources of the law from a domestic and international perspective as well as the role of the individual within these complex interplays. Legal Studies offers excellent preparation for life skills through an understanding of the legal system, its principles, structures, institutions and processes, and further, fosters a respect for cultural diversity and promotes tolerance. The course is designed to foster intellectual, social and moral development by empowering students to think critically about the role of the law and legal institutions in society.

Prerequisites:

To be successful in Geography it is recommended to have achieved a minimal result of C in English and Mathematics in Year 9 and a B in a Stage 5 HSIE subject.

Course Outline:

The course examines the balance that the law must strike in respect to the rights and responsibilities of the individual vis-à-vis wider society as well as investigating currently legal reforms and conflicts that historically affect special groups within society such as women, Aboriginal and Torres Strait Island Peoples and so on.

The Preliminary course covers:	The HSC course covers:
<ul style="list-style-type: none"> • The Legal System (40% course time) – introduction to the nature and functions of law. • The Individual and the Law (30% course time) – an examination of how the law impacts on individuals. • The Law in Practice (30% course time) – an examination of contemporary issues that illustrate how the law operates in practice. 	<ul style="list-style-type: none"> • Crime (30% course time) - investigates the criminal law, processes and institutions • Human Rights (20% course time) - investigates the notion of human rights and the role of the legal system. • Family (25% course time) - investigates the legal nature of family relationships • World Order (25% course time) – investigate the legal means of gaining shelter and the effectiveness of the law in achieving justice for people seeking and providing shelter.

Prerequisite:

Bring your own device (BYOD) is an expectation for students wishing to participate in all HSIE subjects. You should also register for a State Library Card to access journals and other reading materials.

Assessment:

The Legal Studies course requires the ability to investigate, analyse & synthesise social & legal information into articulate legal opinions and reports. Students will be assessed on their ability to: locate, select, organise, synthesise and analyse legal information from a variety of sources including legislation, cases, media, international instruments and documents; communicate legal information using well-structured and logical arguments; analyse differing perspectives and interpretations of legal information and issues.

Homework and Study:

It is expected that students will need to complete approximately 1 hour of homework / independent study each week outside of preparation for assessment tasks.

Pathways:

Graduates of Legal Studies often proceed to Tertiary Education and pursue careers in a range of areas including but not limited to law.

User pays subject fees:

HSC Revision guides should be purchased for the HSC course. The school can arrange the purchase for students. The cost is dependent on up to date pricing.

Further advice:

Subject Leader of Legal Studies: Jayden Hankin

MATHEMATICS ADVANCED

CODE	ATAR
MAA	ATAR

Why Study Mathematics Advanced?

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Prerequisites

This course is achievable for students studying the Mathematics Advanced Path in Year 10. This course is **unsuitable** for students who studied Mathematics Standard Path in Year 10. A student needs a great interest in Mathematics to be successful and continuation in the course requires consistent progress and application in all topic areas.

Course outline

Mathematics Advanced outcomes and their related content are organised into 7 areas of study:

- Functions
- Trigonometric functions
- Sequences and series
- Calculus
- Exponential and logarithmic functions
- Statistical analysis
- Financial mathematics

Assessment

In the Preliminary course there are 3 Tasks including the Preliminary Examination. In the HSC course there are 4 Tasks including the Trials.

Homework and Study

It is expected that students will need to complete approximately 3-5 hours of homework / independent study each week outside of preparation for assessment tasks.

Pathways

Students must be mindful that for some University courses they need to achieve a minimum Band 4 in HSC Mathematics Advanced or a Band E3 in Mathematics Extension to be eligible for admission to a range of courses, including economics, commerce, computing, engineering and IT, medicine, psychology, pharmacy, veterinary science and science. As such, the correct choice of Mathematics in Stage 6 is very important.

User pays subject fees

\$70-\$80 for the textbook.

Further advice:

Head Teacher of Mathematics (Rel.): Raf Dahouk

CODE	ATAR
MX1	ATAR

Why Study Mathematics Extension 1?

The aim of Mathematics Extension 1 is for students to extend their knowledge and understanding of Working mathematically from Mathematics Advanced and Stage 5, further their understanding of the relationship between real-world problems and mathematical models, make connections within mathematics, and enhance their skills in using the language of mathematics to communicate in a concise and systematic manner.

Prerequisites

This course is achievable for students studying the Year 10 Mathematics Advanced/Extension Path course and averaging an A Grade in their Year 10 reports. It is unsuitable for most students who only studied Year 10 Mathematics Advanced Path and **NOT** Suitable for any students who studied Year 10 Mathematics Standard Path, regardless of their final Grade in Year 10. A student needs a great aptitude for, and significant interest in, Mathematics to be successful in this course.

Course outline:

Mathematics Extension 1 outcomes and their related content are organised into 7 areas of study:

- Functions
- Proof
- Vectors
- Trigonometric functions
- Combinatorics
- Calculus
- Statistical analysis.

Assessment:

In the Preliminary course there are 3 Tasks including the Preliminary Examination. In the HSC course there are 4 Tasks including the Trials.

Homework and Study:

It is expected that students will need to complete approximately 3-5 hours of homework / independent study each week outside of preparation for assessment tasks.

Pathways:

This course is a basis for further studies in Mathematics as a major discipline at tertiary level.

Consistent success in Extension 1 is also a prerequisite for Extension 2 in Year 12. A preliminary Extension 1 average of 85% is required to be considered for entry into Extension 2. Students of outstanding Mathematical ability should consider undertaking the Extension 2 course.

User pays subject fees:

\$70-\$80 for the textbook.

Further advice:

Head Teacher of Mathematics (Rel.): Raf Dahouk

MATHEMATICS STANDARD (1 AND 2)

CODE	ATAR
MA1	OPTIONAL

CODE	ATAR
MA2	ATAR

Why Study Mathematics Standard?

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus.

Mathematics Standard in Stage 6 enables students to develop their knowledge and understanding from Stage 5 of how to work mathematically, make connections within mathematics, use mathematical models, relate mathematical concepts to their world, and improve their application of mathematical language to communicate in a concise and systematic manner.

In Year 12 students elect to study either the Mathematics Standard 2 course or the Mathematics Standard 1 course.

All students studying the Mathematics Standard 2 course will sit for an HSC examination and the subject contributes to a students' ATAR.

Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.

Prerequisites:

This course is recommended for most students with an interest in Mathematics. Mathematics Standard 2 (Year 12) satisfies the requirement of two units of Mathematics for many degrees at tertiary level but is **NOT** suitable for technical degrees. Students who studied Mathematics Standard/Advanced Path in Year 10 should find the course achievable. Students who struggled in Mathematics Standard Path in Year 10 are better suited for the Mathematics Standard 1 course in Year 12 or the CEC Numeracy course in Year 11/12.

Course Outline:

Mathematics Standard 11–12 outcomes and their related content are organised into 5 areas of study:

- Algebra
- Financial mathematics
- Measurement
- Networks
- Statistics.

Homework and Study:

It is expected that students will need to complete approximately 1-3 hours of homework / independent study each week outside of preparation for assessment tasks.

Pathways:

Standard 2 - Year 12 provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Standard 1 - Year 12 provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

User pays subject fees:

\$70-\$80 for the textbook.

Further advice:

Head Teacher of Mathematics (Rel.): Raf Dahouk

NUMERACY (CEC)

CODE	ATAR
NUM	NON-ATAR

Why Study Numeracy?

The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

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

Prerequisites:

NONE

Course Outline:

Topics studied in year 11

Module 1:

1. Whole numbers
2. Operations with whole numbers
3. Distance, area and volume
4. Time
5. Data, graphs and table

Module 2:

1. Fractions and decimals
2. Operations with fractions and decimals
3. Metric relationships
4. Length, mass and capacity
5. Chance

Topics studied in year 12

Module 3:

1. Percentages
2. Operations with numbers
3. Finance
4. Location, time and temperature
5. Space and design

Module 4:

1. Rates and Ratios
2. Statistics and probability
3. Exploring NRMT (Numerical Reasoning and Mathematical Thinking)

Homework and Study:

It is expected that students will need to complete approximately 1-3 hours of homework / independent study each week outside of preparation for assessment tasks.

User pays subject fees:

No Fee

Further advice:

Head Teacher of Mathematics (Rel.): Raf Dahouk

CODE	ATAR
GKB	ATAR

Why Study Modern Greek Beginners?

Learning about another culture enables people to gain a more profound understanding of their own culture. Creativity and complex problem-solving skills are increased with the study of foreign languages as well as communication skills. Research has proven that learning another language is one of the most effective and practical ways to increase intelligence, keep your mind sharp, and buffer your brain against aging. In addition, it can boost your chances for entry into tertiary education and cadetships.

Prerequisites

Those who have chosen to study Greek in Year 9 and Year 10 cannot undertake this course. Those who have lived and/or been educated in Greece or Cyprus or who are native speakers are also ineligible. Other eligibility rules also apply. Students must complete a NESA statutory declaration in order to establish eligibility.

Course outline

Students will be introduced to the Greek language and culture. They will learn grammatical structures, vocabulary, and idioms within the context of topic areas prescribed in the Syllabus. These topics are:

family life, home, and neighbourhood	friends, recreation, and pastimes
people, places, and communities	holidays, travel, and tourism
education and work	future plans and aspirations

Students' language skills are developed through such tasks as:

- exchanging everyday information, experiences, and opinions in conversation in the target language
- responding to simple target language spoken at near normal speed
- processing written target language texts
- writing dialogues and letters using everyday conversational pattern

Assessment

Preliminary course consists of 3 tasks including the Preliminary Examination.
HSC course consists of 4 tasks including the Trials.

Homework and Study:

The study of Modern Greek includes a variety of tasks to reinforce language skills such as vocabulary exercises where you memorise new words and use them in sentences and in completing work sheets; grammar practice which includes conjugating verbs and practicing sentence structures; reading comprehension where you show your understanding of passages in Greek; writing activities and listening practice where you may record yourself responding to questions.

Pathways:

Learning a language has direct benefits across all career pathways. Language skills can be applied in almost every industry, aiding communication, fostering cultural understanding, and enhancing collaboration. Proficiency in multiple languages can lead to better customer service, more effective marketing strategies, and improved negotiation skills. Additionally, it opens up international job opportunities, supports career advancement, and increases competitiveness in the global job market.

User pays subject fees

\$35.00 for course materials.

Further advice:

Head Teacher of Languages: Anne Mangraviti

Modern Greek Teacher: Mary Fotiadis

MODERN GREEK CONTINUERS

CODE	ATAR
GKC	ATAR

Why study Modern Greek Continuers?

Studying Greek can be highly beneficial for several reasons. It opens up opportunities for international travel, work, and cultural experiences. It enhances career prospects, especially in international business, diplomacy, and global organisations. Additionally, learning Greek can improve cognitive skills, such as problem-solving and creativity, and provide access to rich literary, artistic, and historical traditions. In addition, it can boost your chances for entry into tertiary education and cadetships.

Prerequisites:

Students need to have studied Greek in Stage 5 (Years 9 and 10) or have had formal education in Greece/Cyprus

Course Outline:

The Preliminary and HSC courses have as their organisational focus themes and associated topics. These are: Personal Identity, School Life, Relationships, Lifestyles, Special Traditions, People and Events, Migration and Youth Issues. Students' listening, speaking, reading and writing skills in Greek and their knowledge of Greek vocabulary and structures will be developed through a range of tasks and text types such as film, songs, letters and articles. These tasks involve exchanging information, opinions and experiences in Greek as well as responding to audio-visual stimulus by analysing, processing and evaluating. The students will also gain insights into the Greek language and culture through the study of a range of literary texts. Students will be involved in tasks such as oral interaction, creating a variety of texts and comprehending spoken and written Greek texts.

Assessment:

Preliminary course there are 3 tasks including the Preliminary Examination.

HSC course there are 4 tasks including the Trials.

Homework and Study:

Modern Greek includes a variety of tasks to reinforce language skills such as vocabulary exercises where you memorize new words and use them in sentences and in completing work sheets; grammar practice which includes conjugating verbs and practicing sentence structures; reading comprehension where you show your understanding by reading passages in Greek and responding to questions; writing activities focusing on topics discussed in class and listening practice and speaking where you may record yourself responding to questions in Greek.

Pathways:

Learning a language has direct benefits across all career pathways. Language skills can be applied in almost every industry, aiding communication, fostering cultural understanding, and enhancing collaboration. Proficiency in multiple languages can lead to better customer service, more effective marketing strategies, and improved negotiation skills. Additionally, it opens up international job opportunities, supports career advancement, and increases competitiveness in the global job market.

User Pays Subject Fees:

\$35 for course material

Further advice:

Head Teacher of Languages: Anne Mangraviti

Modern Greek Teacher: Mary Fotiadis

CODE	ATAR
MHI	ATAR

Why study Modern History?

The modern world is a deeply interconnected place. Do you want to find out why? This course provides insight into critical moments that have shaped the landscape of our modern world by exploring the relationships between events, people and societies and how the past has been constructed through to the 21st Century.

Prerequisites:

To be successful in Modern History it is recommended to have achieved a minimal result of C in English and Mathematics in Year 9 and a B in a Stage 5 HSIE subject.

Course Outline:

Modern History offers 2U Preliminary and HSC courses with the option of 1U Extension in the HSC course.

Preliminary Course:

The course comprises THREE sections:

Part I: Investigating Modern History - Students undertake ONE option from the Nature of Modern History AND at least TWO case studies. One must be from Europe, North America or Australia and one must be from Asia, the Pacific, Africa, the Middle East or Central/South America	Part II: Historical Investigation – the investigation should extend a particular area of individual or group interest. It is designed to further develop relevant investigative, research and presentation skills.	Part III: The shaping of the Modern World - Students study forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity. At least ONE study from the Shaping of the Modern World is to be undertaken
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HSC course:

The course comprises FOUR sections:

- Core Study - Power and Authority in the Modern World 1919-1946
- ONE National Study – a study of a specific period of a nation in the 20th Century
- ONE Peace and Conflict topic
- ONE Change in the Modern World topic

Prerequisites:

Bring your own device (BYOD) is an expectation for students wishing to participate in all HSIE subjects. You should also register for a State Library Card to access journals and other reading materials.

Assessment:

Students will be assessed in the following ways: collecting, analysing and organising information, communicating ideas and information in written and oral form, using appropriate information technologies, understanding the influence of the modern world through different historical concepts, and understanding how historians have constructed the past.

Homework and Study:

It is expected that students will need to complete approximately 1 hour of homework / independent study each week outside of preparation for assessment tasks.

Pathways:

Graduates of Modern History often proceed to Tertiary Education and pursue careers in law, teaching, medicine, travel and tourism, librarianship, communications, social work and journalism.

User Pays Subject Fees:

HTANSW Revision guides should be purchased for the HSC course. The school can arrange the purchase for students. The cost is dependent on up to date pricing from the HTA.

Further Advice:

Head Teacher of HSIE: Seb Greenwood

CODE	ATAR
MU1	ATAR

Why study Music 1?

Music 1 offers students the chance to develop knowledge, skills, and understanding in broad musical contexts, encouraging a lifelong love of music. The course covers a range of styles, including contemporary popular music, and can lead to further training and careers in the music industry. Unlike Music 2, Music 1 is flexible and adaptable, catering to students with varying levels of musical experience and allowing for both broad and specialised study. Music 1 also has a larger focus on performance and composition. Whether coming from the Mandatory or Elective course, Music 1 meets the diverse needs and interests of all students.

Students will develop the ability to:

- Perform with a high level of musicality and technique on their chosen instrument
- Analyse, identify and discuss the concepts of music
- Compose music in a variety of musical styles
- Engage with and use a variety of musical notation styles
- Perform as a soloist and/or as a member of an ensemble
- Use a variety of software applications to arrange, improvise and/or compose music

Prerequisites:

Previous musical and instrumental experience are an obvious advantage but *not* essential. However, it is essential that students have access to their own instrument and be willing to seek private instruction if necessary. All students are required to perform in front of others at times during the course. The HSC includes a practical component for all students.

Course outline:

In both the Preliminary and HSC Courses, students are immersed in Performance, Composition, Musicology and Listening through the study of the concepts of music – duration, pitch, tone colour, structure, dynamics and expressive techniques, texture, and performing media.

Students select 3 topics for study in Year 11 and 3 in Year 12. The topics range from Classical to Pop, Jazz, Film and Rock.

In addition to the Core studies in Performance, Composition, Musicology and Aural, Year 12 students must select three electives from any combination of Performance or Composition or Musicology. These electives must represent each of the three topics selected for study in Year 12.

Assessment:

Preliminary course: Students will complete three assessment tasks covering the four electives of Performance, Composition, Aural and Musicology with 25% weighting between them. This will include a written aural exam.

HSC course: Students will complete four assessment tasks including the submission of one core performance and three electives as mentioned above. Students will engage in an external assessment of their practical works (core performance and electives) as well as an external aural exam for the HSC.

Homework and Study:

It is expected that students engage in regular external instrumental tuition outside of school to develop their technical proficiency, as well as actively listening to a variety of music.

Pathways:

Music 1 provides many of the skills required in the diverse fields of the Music Industry. Students may progress into music courses at TAFE or University with a good foundation of knowledge, and practical skills. Music 1 builds a knowledge base of contemporary music.

User pays subject fees:

\$40 per year for course materials.

Further advice:

Rel Head Teacher of CAPA: Natalia Dexter

Music Teacher: Andrew Morris

CODE	ATAR
MU2	ATAR

Why study Music 2?

Music 2 provides students with the opportunity to extend their musical knowledge with a focus on Western art music and may serve as a pathway for further formal study in tertiary institutions.

At the end of the course, students should be able to:

- Perform with a high level of musicality and technique on their chosen instrument
- Analyse the compositional techniques used in a variety of music styles
- Compose a piece of music with an Australian focus, in a style which is characteristic of music of the last 25 years
- Understand the historic development of music from the Baroque Period to music of the present day
- Use a variety of software applications to arrange, improvise and/or compose music

Prerequisites:

Music Elective Stage 5 or equivalent.

It is *strongly recommended* that all students undertake private instrument/vocal lessons for this course.

Students are required to perform at various school events. Students are also expected to be undertaking regular practice on their instrumental repertoire and attend and critique a number of concert performances arranged during the course.

Course outline:

In both the Preliminary and HSC Courses, students are immersed in Performance, Composition, Musicology and Listening through the study of the concepts of music – duration, pitch, tone colour, dynamics and expressive techniques, structure, texture, and performing media.

Students study the mandatory topic:

- Music 1600-1900 in the Preliminary Course;
- Music of the last 25 years (Australian focus) in the HSC Course.

In addition to the core studies in HSC Performance, Composition, Musicology and Aural, students nominate one elective study in Performance, Composition or Musicology. Students who select Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESA to validate authorship of the submitted work. *All students are required to develop a Composition Portfolio for the core composition.*

Assessment:

Preliminary course: Students will complete three assessment tasks covering the four electives of Performance, Composition, Aural and Musicology with 25% weighting between them. This will include a written aural exam.

HSC course: Students will complete four assessment tasks including the submission of one core performance from the Year 12 mandatory topic, one core composition from the same mandatory topic and two electives as mentioned above. Students will engage in an external assessment of their practical works (core performance, core composition and two electives) as well as an external aural exam for the HSC with score analysis and a short sight singing excerpt.

Homework and Study:

It is expected that students engage in regular external instrumental tuition outside of school to develop their technical proficiency, as well as actively listening to a variety of music.

Pathways:

Music 2 provides many of the skills required in the diverse fields of the Music Industry. This course is designed for the academic music student and contains all the entry requirements for tertiary music courses at university with a strong foundation of knowledge, together with analytical and practical skills.

User pays subject fees:

There is a subject charge of **\$0 per year** for this course.

Further advice:

Rel Head Teacher of CAPA: Natalia Dexter

Music Teacher: Andrew Morris

CODE	ATAR
PHY	ATAR

Why Study Physics?

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future. Students who study physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities. The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and helps them develop a greater understanding of physics.

Prerequisites:

This subject is for students with high achievement in stages 4-5 science who are seeking university entrance. Students need good organisation, a sound work ethic, skills in following laboratory procedures, using laboratory apparatus, research from sources, use of technology, interest in detailed investigation, graph work, problem solving and independent work in class and at home.

Course Outline:

The Preliminary course includes the modules:	The HSC course includes the modules:
<ul style="list-style-type: none"> Kinematics Dynamics Waves and Thermodynamics Electricity and Magnetism 	<ul style="list-style-type: none"> Advanced mechanics Electromagnetism The Nature of Light From The Universe to the Atom

Assessment:

Students will have three assessment tasks in year 11 and four assessment tasks in year 12. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in **depth studies**. Practical investigations include undertaking laboratory experiments. Secondary-sourced investigations include locating and accessing a wide range of secondary data. Students must demonstrate skills in safe work practice in the laboratory to meet legislative requirements. Learning experiences have been designed to develop students' expertise in the following skill areas:

1. Questioning and predicting
2. Planning investigations
3. Conducting investigations
4. Processing data and information
5. Analysing data and information
6. Problem solving
7. Communicating
- 8.

Homework and Study:

Physics is rigorous and content-course driven, that requires students to be independent learners and self-motivated to complete additional study at home. Students must ensure that they consistently revise key syllabus content and concepts and are expected to utilise the online learning resources on Google classroom to reinforce their learning.

Pathways:

Skills in physics are useful in a range of courses studied at university and TAFE, in the workforce and in everyday life and for a range of careers including STEM related careers, medicine, architecture, medical science, aviation, electrical, mechanical, structural engineering and the defence forces. This course when combined with Chemistry provides preparation for many science based and technology related tertiary courses.

User Pays Subject fees:

\$55 per year for course materials.

Further Advice:

Rel Head Teacher of Science: Zoe Georgopoulou (Head Teacher: K. Iordanidis)

CODE	ATAR
SOC	ATAR

Why Study Society and Culture?

The Society and Culture course develops student awareness and understanding of basic social and cultural patterns of action and behaviour. The course trains students to think critically and independently about complex social and cultural issues. Students draw on the methods and theories of social science and use them to investigate and report their findings on social-cultural phenomena of the past, present and future. Students integrate these theories and course concepts into a variety of extended responses, essays and reports. The key aim of the course is to foster and develop the social and cultural literacy of students, with a focus on media literacy and active citizenship.

Prerequisites

To be successful in Society and Culture it is recommended to have achieved a minimal result of C in English and Mathematics in Year 9 and a B in any Stage 5 HSIE subject.

Course Outline

The Preliminary course covers:	The HSC course covers:
<ul style="list-style-type: none"> The Social and Cultural World (30% course time) – an examination of key society and culture concepts, the nature of society and culture and various social and cultural research. Personal and Social Identity (40% course time) – an examination of personal identity and socialisation, growing up and coming of age in Australia and in another culture (cross cultural comparison) Intercultural Communication (30% course time) – an examination of communication and intercultural understanding in Australia and in another country (cross cultural comparison) Across these topics, appropriate social and cultural research methods will be employed and fundamental concepts of society, culture, persons, environment, time, power, authority, gender and technology are to be integrated. 	<ul style="list-style-type: none"> Social and Cultural Continuity and Change (30% course time) – an examination of the nature of social continuity and change in a selected country through application of appropriate social and cultural research methods. Depth Studies (40% course time) – an examination of TWO areas to be chosen from: Popular Culture, Belief Systems, Social Inclusion and Exclusion, Social Conformity and non-Conformity. These Depth Studies involve in-depth investigation of the area, its future directions and its impact on the micro world of the student and the macro world that surrounds the student. Personal Interest Project (PIP) (30% course time) – a compulsory major research project, submitted to NESA for marking

Assessment

The Personal Interest Project (PIP) is a demanding application of practical research and involves a substantial commitment of time, resources and study into a social and cultural topic of the student's own choosing. Students produce a report (approx. 6,000 words for external marking. This mark contributes 40% to the HSC examination mark.

Internal assessment includes a trial personal interest project in the preliminary course, the completion of primary research such as content analysis and interviews, written reports and research essays, as well as examinations containing multiple choice, short answer and extended responses.

Homework and Study

It is expected that students will need to complete approximately 1 hour of homework / independent study each week outside of preparation for assessment tasks. Students will also benefit from consuming news media regularly to keep up to date with contemporary issues.

Pathways

Society and Culture is an excellent choice for students looking to prepare for university level research. Additionally, it will be of interest to students looking to continue further education in Sociology, International relations, Psychology, Social Work, Communications and Media Studies. It would be of considerable benefit to any tertiary education.

User pays subject fees

Students have the opportunity to attend Society and Culture association of New South Wales study days and PIP seminars. These are dependent on up to date pricing from the SCANSW.

Further advice:

Head Teacher of HSIE: Seb Greenwood

SPORT, LIFESTYLE AND RECREATION (CEC)

CODE	ATAR
SLR	NON ATAR

Why Study Sport, Lifestyle and Recreation (SLR)?

This subject counts toward the HSC program of study but not toward the ATAR. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. The units that are outlined below are covered over the two years of the HSC program. There is no preliminary course. The majority of the course is completed by practical application.

Prerequisites:

To be successful in SLR students should have achieved at least a C in PDHPE in Stage 5 Year 10. This subject is recommended for students who have a background in sport, an interest in fitness, training, practical activity and learning about various recreational pursuits.

Course Outline:

The following units include:

Healthy Lifestyle	Sports Coaching and Training
Resistance/Weight Training	Sports Administration
Games and Sports Applications	Athletics
Fitness	First Aid and Sports Injury

Assessment:

Practical and theory Carnival coordination, short and long responses, Case Studies and Critical Investigations.

Homework and Study:

It is expected that students will need to complete appropriately 1 hour of homework/study each week due to the demands of this subject.

Pathways:

SLR will provide students with a comprehensive knowledge of their general fitness and well-being. It is an ideal background for students wishing to enter TAFE courses such as Personal Training.

User pays subject fees:

\$20 for an additional sport shirt due to the number of extra practical lessons, if numbers allow.

Further Advice:

Rel Head Teacher of PD/H/PE: Cathryn Johnson

CODE	ATAR
SPC	NON ATAR

2026 Sport Coaching Course Descriptor		
SIS30521 Certificate III in Sport Coaching		
This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.		
Course: Sport Coaching Board Endorsed Course (240 hour) (2 units x 2 years or 4 units x 1 year)	HSC credit – 4 units There is no Australian Tertiary Admission Rank (ATAR) for this course	
By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching https://training.gov.au/training/details/sis30521 . You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved. Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.		
Transferrable industry skills gained in this course		
<ul style="list-style-type: none">organisational skillsteamworkusing technology to collate datatime managementproblem solvingcommunication		
Examples of occupations in the sport coaching industry		
<ul style="list-style-type: none">sport coaching development officersports club administratorsport journalismsports therapiststrength and conditioning coachsport performance researcher		
VET requirements		
Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.		
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines		
HSC requirements		
Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.		
External Assessment There is no external assessment (optional HSC examination) for this course.		
Consumable costs: Preliminary - NIL	HSC - NIL	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based apprenticeship or traineeship is not available for this qualification.		
Exclusions: Sport Coaching - Certificate II. Students undertaking both this Sport Coaching course and another course based on the SIS Sport, Fitness and Recreation Training Package should choose different units of competency to meet the requirements of each HSC course and qualification. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions		

Further Advice:

Rel Head Teacher of PDHPE: Cathryn Johnson

CODE	ATAR
TXT	ATAR

Why study Textiles and Design?

This is a practical subject which includes developing skills through making textile items and developing knowledge, understanding and skills in design and textile science which reflect the important role that textiles play in our lives as individuals and on society as a whole.

Prerequisites:

Nil

Course Outline:

The Preliminary Course covers:	The HSC Course covers:
<ul style="list-style-type: none"> Design – 40% Properties and Performance of Textiles – 50% The Australian Textile Industry – 10% <p>Students must complete 2 practical projects consisting of a textile item and a folio in Year 11.</p>	<ul style="list-style-type: none"> Design – 20% Properties and Performance of Textiles – 20% Australian Textile Industry – 10% Major Textiles Project (MTP) – 50% <p>Students must complete a major textile project in their HSC year. This consists of a textile item and a folio which is externally marked and makes up 50% of the HSC mark.</p>

Assessment:

Assessments will range from practical projects consisting of a Textile Item and Folio, examinations and research tasks.

Homework and Study:

It is expected that students will need to complete approximately 1 hour of homework / independent study each week outside of set coursework and preparation for assessment tasks. It is useful, however, not necessary, to have access to a sewing machine at home, as the practical projects equate to 50% of course work.

Pathways:

This course will provide you with the knowledge, skills, attitudes and values to contribute positively to pathways to employment or further education at TAFE or university. The study of Textiles provides you with career options which may include fashion design, theatrical design, interior design, fashion retail, advertising and marketing, teaching, textile research and development, commercial fabric and textile buying for retailers and creating textile works. You will also gain skills in time and project management and develop lifelong skills in working with textiles.

User pays subject fees:

A subject charge of **\$110** applies to this subject.

Students are required to wear, at all times in the textile laboratory, footwear with **'full black leather uppers and a non-slip sole'**. It must be noted that 'joggers' even with full leather uppers are not acceptable. Students without the correct footwear will not be able to participate in practical activities.

Further Advice:

Head Teacher of TAS Home Economics: Natalia Dexter

CODE	ATAR
VAR	ATAR

Why study Visual Arts?

Students will learn creative and critical thinking, problem solving, organisation and time management. They will gain an enhanced understanding of themselves and their world, thinking beyond the limits of previous ideas and inventions.

Students have the opportunity to develop skills in a variety of expressive forms such as: Documented Forms, Collection of Works, Drawing, Painting, Photo-media, Printmaking, Textiles and Fibre, Graphic Design, Digital Imagery, Designed Objects, Sculpture, Ceramics, Time-based forms (Animation and Film) and in other areas of interest to individual students. They will also learn time management, problem solving and critical thinking. During the HSC course, students will refine their new skills and use them to develop a Body of Work with conceptual strength. Students will gather an enhanced understanding of themselves and their world, thinking beyond the limits of previous ideas and inventions.

Prerequisites:

Skills that were developed in Stages 4 and 5 will be enhanced and investigated further during the HSC course. It is not compulsory for students to have studied Visual Arts in Stage 5.

Course outline:

Media Arts will allow students to develop skills in a variety of media, in areas such as Design, Graphic Design, Animation and Film Making, Photo-media, and Digital Imagery.

Studio Arts will allow students to develop skills in a variety of media, in areas such as Painting, Drawing, Printmaking, Ceramics, Sculpture and Sculptural Forms, Digital Imagery and Textiles and Fibre.

Visual Arts is an exciting, stimulating course which encourages students to express themselves in visual form as well as written form. The course caters for the full range of students through learning opportunities based on a flexible content structure consisting of practice (*artmaking, art criticism and art history*), the conceptual framework (*artist, artwork, world, audience*) and the frames (*subjective, cultural, structural and post-modern*).

Assessment:

In Year 11 Visual Arts, students are assessed on their achievements through a combination of practical and theoretical components. The assessment components and their weightings are: **Artmaking: 50%** and **Art Criticism and Art History: 50%**. The assessment program includes a variety of tasks such as practical art projects, written assignments, and presentations. These tasks are designed to reflect the diverse skills and knowledge students develop throughout the course.

In Year 12 Visual Arts, students' achievements are assessed through both school-based assessments and the external HSC examination. The components and their weightings for the school-based assessment are: **Artmaking: 50% (Development of a Body of Work)** and **Art Criticism and Art History: 50%**. The school-based assessment consists of a maximum of four tasks, with each task weighing between 10% and 40%. These tasks assess students' progress in creating their Body of Work and their understanding of art criticism and art history.

Homework and Study:

The majority of the Body of Work must be done at school under the teacher's supervision to validate the authenticity of the work as the student's own work.

Pathways:

This course will assist students seeking a career or study in creative fields such as (but not exclusive to): film, design, graphic design, art teaching, professional artist, theatre design, illustration, advertising, photographer, visual communications, architecture, primary school teaching, product and packaging design. It will also assist students with an interest in the arts and who would like to explore and develop their creative passions.

User pays subject fees:

There is a subject charge of \$100 per year for this course.

The majority of equipment and materials are supplied for students studying the Visual Arts Course.

Further advice:

Rel Head Teacher of CAPA: Natalia Dexter

Teacher: Tanya Bourtsouklis

CODE	ATAR
VDE	NON-ATAR

Why Study Visual Design?

Visual Design involves students in the creation, photographing and advertising of designed products. This course will introduce students to 21st Century methods to utilising relevant social media platforms to advertise and brand their designed objects and artforms. Students will critically study and explore a range of expressive forms, experimenting with digital images and photographic processes, designed objects such as ceramics, jewellery, clothing, furniture, posters, and publications to communicate ideas about our world and their social identity. This course utilises a flexible structure, building on related studies in Visual Arts Years 7–10 and Photography 9–10.

Visual Design also caters for students with limited experiences in the arts world or who have not been involved in the designing and advertising process before. It provides a basic introduction to Visual Design which can complement study in the Visual Arts and other learning areas and develop knowledge and skills which can be applied in a wide range of situations. Visual Design provides opportunities for students to pursue their abilities and interest in design fields, developing a commitment to and capacity for lifelong learning in this area. This may lead to further post-school study at university or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.

Prerequisites

Skills that were developed in Stages 4 and 5 will be enhanced and investigated further during the HSC course.

Course outline

Design and Making (Practical) 70% and Critical and Historical Studies (Theory) 30%.

Main Topics Covered: The students' study one Mandatory Module and Additional 3-5 Modules throughout the duration of their studies. The duration of each module can vary, cumulating to 240 hours over the 2-year course.

Modules: Mandatory Module: Work Health and Safety Additional Modules: Graphic Design (Advertising), Wearable Design (Clothing, Imagery & Jewellery), Product Design (Packaging), Interior/Exterior Design, and General (Individual/Collaborative Design Project).

Assessment

Students are required to keep a diary over the duration of the course which will be assessed in conjunction with other work produced.

Preliminary Course Students will engage in practical experimentation in a range of expressive forms, designing and advertising objects that reflect their interest and world, documenting their experimentation and progress in their diary.

HSC Course Students build on their interests and ideas developed in the Preliminary course to produce a folio of work and document their progress in their diary.

Homework and study

It is expected that students will maintain a visual design portfolio and meet design deadlines.

User Pays Subject Fees

Year 11 - \$60 & Year 12 - \$80

Pathways

Visual Design builds skills useful for careers in creative industries such as graphic design, photography, advertising, illustration, visual communication, film, architecture, and product or packaging design. It also supports pathways into teaching and further study in art, design, or media. Whether you're aiming for a creative career or simply want to develop your design skills and explore your artistic interests, this course provides valuable experience that can be applied in a wide range of future opportunities.

Further Advice:

Rel Head Teacher of CAPA: Natalia Dexter

CODE	ATAR
WRK	NON-ATAR

Why study Work Studies?

The Work Studies course is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. This subject counts towards 2 units of the Preliminary pattern of study for students, it does not continue into the HSC course. i.e. This subject will cease at the end of the Preliminary course. The content is organised into one core module plus several elective modules. It is a flexible structure designed to support the diverse needs of students.

Prerequisites:

Nil

Course outline:

In this course students will:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Assessment:

Task 1: This task consists of a PowerPoint presentation and submission of a report - students identify their own skills and abilities and present this to the class. A report is submitted alongside the presentation where students are required to research an occupation that they are interested in.

Task 2: In-class Examination

Task 3: Experiencing Work - Participating in a Work Environment

Practical: Students are required to arrange and complete one week of Work Experience

Written: Students are to submit a Work experience Journal and documentation completed by the employer.

Pathways:

This subject will enable students to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training. This is a 2 unit 1 year subject, it will not count towards the HSC patterns of study for students.

Homework and Study:

Students will participate in a range of individualised and independent work to develop a deeper understanding of their own skills and abilities and how this is relevant in the world of work. This will include online research, exploring a range of websites such as MyFuture, Job Jump, Blakehurst High Careers, TAFE NSW and more. It is expected that students are to complete approximately 1 hour of homework / independent study each week outside of the set coursework and preparation for assessment tasks.

User pays subject fees:

NIL

Further advice:

Head Teacher of Student Growth: Jacqui Simpson

EXTERNALLY DELIVERED VOCATIONAL EDUCATION AND TRAINING (EVET)

What is EVET?

EVET stands for Externally Delivered Vocational Education and Training courses. These are practical courses that are taught by outside organisations like TAFE NSW, private Registered Training Organisations (RTOs), or community colleges. Students can take these courses while they are still in high school, which helps them gain valuable skills and qualifications that can benefit their future careers.

Why Should You Choose an EVET Course?

1. Learn Useful Skills:
 - EVET courses focus on teaching practical skills that are directly related to specific industries. This means students will learn things that employers are looking for, making them job-ready once they complete the course.
2. Get a Nationally Recognised Qualification:
 - Upon completing an EVET course, students receive a qualification that is recognised throughout Australia. This can enhance their job prospects and give them an advantage in the job market.
3. Combine School Studies with Practical Training:
 - Students can balance their academic studies with hands-on training. This means they can apply what they learn in school to real-world situations, which helps reinforce their learning.
4. Explore Career Options:
 - EVET courses allow students to try out different career paths while they are still working on their HSC. This exploration can help them make informed decisions about their future.
5. Work Placement Opportunities:
 - Many EVET courses include a work placement. This gives students the chance to gain real-world experience in their chosen field, apply their skills, and build connections with potential employers.

Examples of EVET Courses:

Here are some examples of popular EVET courses that students can take:

- Hospitality: Learn skills in food preparation, customer service, and event management.
- Early Childhood Education and Care: Gain knowledge and skills to work with young children in educational settings.
- Construction: Understand various construction trades, including carpentry, plumbing, and safety regulations.
- Hair and Beauty: Learn techniques related to hairstyling, skincare, and makeup application.
- Automotive: Get hands-on experience in car maintenance, repairs, and automotive technology.
- Animal Studies: Study animal care, training, and welfare practices.
- Information Technology: Explore areas like programming, networking, and digital media.
- Fitness and Sport Coaching: Learn about fitness training, sports coaching, and health promotion.

Important Information for Choosing Subjects:

1. Who Can Apply:
 - EVET courses are available for students in Year 11 and 12. When selecting students, schools consider factors like interest in the course, commitment to completing it, and future career goals.
2. Time Commitment:
 - Most EVET courses are scheduled for one day per week and are held at external locations, such as TAFE campuses. Students must manage their time effectively to balance their schoolwork and EVET commitments.
3. Location:
 - Courses are typically conducted at TAFE campuses or training centres. Students are responsible for arranging their own travel to these locations, so they need to consider how they will get there.
4. Cost:
 - The Department of Education covers the costs of EVET courses, meaning students do not have to pay for tuition or materials, making it a cost-effective option.
5. ATAR Contribution:
 - Only certain EVET courses that include formal assessments or exams can contribute to a student's ATAR. This is important for students who are considering university studies after high school.
6. Application Process:
 - To apply for an EVET course, students need to fill out an application form, which must be supported by their school. There are limited spots available, so the application process may include interviews or a demonstration of interest.

Is EVET Right for You?

EVET may be a good fit for students who:

- Have a strong interest in a specific trade or career and want to learn more about it.
- Prefer hands-on learning rather than traditional classroom-based education.
- Want to get a head start on earning a qualification that can lead to a job.
- Are motivated and can effectively manage their time between school and EVET commitments.








Interested?

If you think EVET might be a good option for you, talk to your Careers Adviser, Mrs. Koutsoukos. She can provide more information about the courses available for the next school year and help you navigate the application process!

Top tips for choosing HSC courses

- Make the link between your choices now and where you want to go after Year 12.
- If you want to get an ATAR, make sure you will be eligible. In 2025, NSW Year 12 students must complete at least:
 - 10 units of Board Developed courses
 - 2 units of English
 - three Board Developed courses of 2 units or greater
 - four subjects areas.
- Choose HSC courses that you're good at and interested in, and that will lay a foundation for your future plans. In particular, choose courses that will prepare you well for the areas of university study you're planning to pursue.
- If you're not sure what level maths and English to take, choose the level that suits your ability and future plans, rather than trying to take advantage of how courses are scaled: you will not necessarily get a higher ATAR just by studying a lower level course. And be aware that while units often increase your selection rank in recognition of your performance in particular HSC courses (usually for Bands 5 and 6), they don't always reward your performance in the lower level courses, no matter how well you do.
- Just about any combination of courses can lead to a good ATAR; it all depends on how well you do in all your courses in comparison to other students. The table below addresses a number of scaling 'myths'.
- Check if the uni you want to go to, or the course you want to do, has prerequisites (these can include a high-level maths or English course) and assumed knowledge.
- To make good choices about what to study, work to the best of your ability and focus on your goals for life after school.

Scaling myths

Myth	Fact
 Some courses are always 'scaled up', therefore I should study those. -----  Some courses are always 'scaled down', therefore I should avoid those.	 The way a course is scaled depends entirely on the average academic performance of all the students doing that course that year – and it can change from year to year. For most courses, your scaled mark will be lower than your HSC mark. To get the best possible position and maximise your scaled marks, select the courses you'll do best in.
 I need to study 'hard' subjects to get high scaled marks.	 'Hard' is a subjective term. Everyone has different strengths and interests. Students who achieve an ATAR of 99.95 study a large variety of subjects.
 I should study Mathematics Standard 2 rather than Mathematics Advanced to get a better ATAR.	 It's very difficult to predict which course will lead to a higher scaled mark. Your scaled mark depends on the average academic ability of the students studying that course and your position in the course. When considering which maths course to study, remember that some university courses have prerequisites or assumed knowledge of Mathematics Advanced. It's important to choose the level of maths that best suits your plans for further study.




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MY SELECTIONS

Use this page to make it very quick to enter your preferences online.

Number your **top 9** selections in order of preference. English is your number 1 choice.

English Courses (compulsory)

- English Advanced
- English Standard
- EAL/D
- English Studies

In addition to the above:

- Extension English (1 unit)
- Ancient History
- Business Studies
- Biology
- Chemistry
- Chinese and Literature
- Chinese Beginners
- Chinese Continuers
- Chinese in Context
- Community and Family Studies
- Design & Technology
- Drama
- Earth and Environmental Science
- Economics
- Engineering Studies
- Exploring Early Childhood
- Food Technology
- French Beginners
- French Continuers
- Geography
- Health and Movement Science
- Hospitality – Food and Beverage (VET)
- Industrial Technology – Timber Products and Furniture Technologies

- Italian Beginners
- Italian Continuers
- Japanese Beginners
- Japanese Continuers
- Legal Studies
- Mathematics Standard 1
- Mathematics Standard 2
- Mathematics Advanced

In addition to Advanced Mathematics:

- Mathematics Extension 1(1 unit)
- Modern Greek Beginners
- Modern Greek Continuers
- Modern History
- Music 1
- Music 2
- Numeracy
- Physics
- Textiles & Design
- Society and Culture
- Sport, Lifestyle and Recreation
- Sports Coaching
- Visual Arts
- Work Studies

VET Courses (at TAFE)

- _____
- _____

