



**BONNYRIGG HIGH SCHOOL**  
selective and local enrolments  
*I shall strive for the best*

# HIGHER SCHOOL CERTIFICATE

## Course Information

**2026-  
2027**

BONNYRIGG  
HIGH SCHOOL  
1961



**Year 11 2026**  
**Year 12 2027**

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## PRINCIPAL'S MESSAGE TO STUDENTS AND PARENTS

This handbook has been prepared to inform you and your family about the courses offered at Bonnyrigg High School for the award of the Higher School Certificate in 2027. It has been designed to help you to select appropriate courses that will support you to achieve success and assist you with decisions about life after school.

You and your parents/caregivers should read this handbook carefully and then keep it as a reference manual to keep you informed about what you need to do for the Higher School Certificate, the rules and procedures as well as essential information about each course are contained within this booklet.

While the school provides accurate information and advice, it is the responsibility of every student to understand the implications of their course choices. The significance of the selection of courses for study in Stage 6 (Years 11 and 12) is of great importance and leads directly to the awarding of the Higher School Certificate and/or an ATAR (Australian Tertiary Entrance Rank) for students seeking this option.

When choosing courses, evidence suggests that you should choose courses that:

- enable you to work to your strengths (proven aptitude and ability).
- you have an interest in and enjoy studying.
- provide you with the qualifications and background knowledge needed for your future; and
- offer you a challenge level that is manageable (balance between theoretical and practical courses and submitted works).

A wise and fully informed choice is essential. You must take the time and make the effort to seek advice from

- |                     |                    |  |
|---------------------|--------------------|--|
| ▪ Year Advisers     | ▪ Head Teachers    | ▪ Parents  |
| ▪ Careers Adviser/s | ▪ Deputy Principal | ▪ NSW Educational Standards Authority (NESA) website:<br><a href="http://educationstandards.nsw.edu.au">http://educationstandards.nsw.edu.au</a> |

Why you need to choose carefully:

- Students cannot proceed to the HSC year (Year 12) in any subject until that subject is successfully completed in the Year 11.
- Subject changes later are usually not possible due to NESA requirements or staffing / timetabling restrictions.
- NESA requires the study of 12 Units in Year 11 and 10 Units in Year 12 as a minimum to qualify for the award of the HSC. At Bonnyrigg High School, students are encouraged to study 12 Units in both Year 11 and Year 12. So, it is important that students choose subjects they are prepared to study for two years.
- Year 11 can be a challenging year, particularly if students do not select courses wisely. You must be realistic about your ability to cope with courses and consider the possibilities of your employment in various careers. You should listen carefully to the reliable advice and guidance that your teachers offer. Ensure that you choose courses that match your ability and interests.

At Bonnyrigg High School we are fortunate that our students have access to a wide and varied range of courses. Although every effort is made to cater for all students' preferred choices, please be aware that this is not always possible.

Before making any final decisions, read this Information Handbook thoroughly and keep it as a useful guide throughout your time in the senior school. Look carefully also through the Course Outlines for detailed course information and access past HSC examinations to see the requirements and rigour of the HSC exam for each of the courses you are contemplating selecting. It is natural for you to have lots of questions, so ensure you seek further advice from our experienced and trained staff.

I wish you well for your entry into the Senior School at Bonnyrigg High School and trust you will find your studies interesting, challenging, enjoyable and rewarding.

Regards

Reece Hooke

Principal Bonnyrigg High School.

28 May 2025

# HSC MINIMUM STANDARD

## What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website.

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

- Sit the HSC exams
- Receive an ATAR for University applications
- Receive a ROSA
- Receive an HSC minimum standard report

There are no prerequisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6. Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard. Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

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

Further Information NSW Education Standards Authority (NESA)

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

# CHOOSING THE RIGHT COURSE IS IMPORTANT

The courses you do at school can often determine the type of career you have. Doing courses that you like and that interest you will make success more likely. If you really don't like a course, you probably won't do as well.

## How to Decide....

Recognise this as an important decision and take time to consider all your options. Ask yourself the following questions:

- What courses interest me?
- What courses am I good at?
- What courses do I need for further study?

Use these rules when choosing courses:

- ABILITY - choose courses you are good at.
- INTEREST - choose courses you enjoy.
- MOTIVATION - choose courses you really want to learn.

## How NOT to Decide....

Do not choose a course because:

- Your friends are taking it. Your friends may have different abilities, interests and motivations to you.
- Your favourite teacher is teaching it. Teachers can change classes or even schools.
- You want to go on a particular excursion. You could endure months of misery for the sake of that excursion.
- You have heard that it is an easy course. If someone tells you a course is easy, the chances are that they are not working to capacity in that course and will probably do poorly.
- Boys/girls don't do that course. There are no separate courses for boys and girls. If you are good at/or interested in a course, then do it.
- You need to do it even though you hate it. If you need to do a course to get into a particular course at university, there will be a lot of that course within the university course. Why spend a lot of years studying something you don't enjoy to try for a job you might not get and would probably hate anyway?

## Who can I talk to?

Parents/Caregivers, Careers Adviser, Year Adviser, Teaching Staff, brothers, sisters, cousins, older friends

## What happens once I submit my form?

- Subject selection will be completed online.
- Timetabling lines will be constructed to enable successful course choice for the majority.
- Due to timetabling restraints and below minimum class numbers to run a course some students will be asked to re-choose.

## 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

These courses are developed by the NSW Education Standards Authority (NESA). There is a syllabus for each course which contains:

- The course objectives, structure, content, and outcomes
- Specific course requirements
- Assessment requirements

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

### Board Endorsed Courses

Board Endorsed Courses (BEC) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses. Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Board Endorsed Courses.

There is no external examination for any Board Endorsed Course, they count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

### Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) - VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the workplace.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR.

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 "achieved" or "not achieved" 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. These courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Stage 6 Board Endorsed VET Courses count towards the HSC 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.

### **External VET Courses (EVET) *(optional)***

The Department of Education (DoE) provides opportunities for secondary students to study vocational (VET) subjects with external Registered Training Organisations (RTO's) such as TAFE NSW, Whitehouse Institute of Design, NSW Health or Taronga Training Institute as part of their HSC. Details about the TAFE NSW courses that are available can be found in TVET guide: <https://www.tafensw.edu.au/courses/tvet>

#### **Benefits of EVET**

- Select from a wide range of courses that are not available at school
- Develop independence and confidence in an adult learning environment
- Gain insight into various industry areas to help you decide on a career pathway
- Develop work-related skills and experiences that are recognised by employers.

#### **EVET Course Delivery**

Students undertaking one of these courses would normally attend a TAFE institution for one afternoon per week (approximately 4 hours). Some courses include a block delivery period, i.e. a full day or series of days. Students need to make their own way to the TAFE from school. Most courses take between one and two years to complete and some classes may also extend outside of school hours and/or include compulsory work placement.

Students who elect to study an EVET course are expected to maintain the course requirements for both their school-based pattern of study and TAFE course simultaneously. This includes being responsible for keeping up to date with course content from school lessons that they miss while attending their course. It is expected that students attend every EVET class, punctuality and attendance for these courses should be given the highest priority.

#### **EVET Contribution to HSC**

All EVET courses count towards your HSC. Industry Curriculum Framework (ICF) courses contribute to your HSC and, providing all HSC syllabus requirements are met, allow you to sit an optional HSC examination which can contribute to your ATAR.

#### **How are students selected for EVET courses?**

Students are offered places in courses based on satisfying the following criteria:

- Application to studies, maturity and stability required for an adult learning environment
- Satisfactory school attendance record
- Level of ability including prerequisite skills indicating capacity to succeed in the course.

#### **How to apply**

- Arrange a meeting with a member of the careers team to discuss your course of interest
- Complete the EVET Expression of Interest form.

If you successfully undertake an EVET course at school and wish to continue your studies at TAFE NSW, you would be eligible for credit in any course that contains the units of competency you have completed during your TVET studies. This means you do not need to repeat any subjects you successfully completed as part of your TVET course.

## **A Special Program of Study - Life Skills Courses**

Life Skills courses have Board Developed status and are available for students following a Special Program of Study for the Higher School Certificate. Participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years. If you are interested, please see the Deputy Principal. Life Skills courses have Board Developed status and are available for students following a Special Program of Study for the Higher School Certificate. Participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years. Students can access an HSC using a combination of Life Skills Courses with others from this booklet.

### **What are Units?**

- 1 unit = 60 hours per year = 4 or 5 periods per fortnight = 50 marks
- 2 units = 120 hours per year = 9 periods per fortnight = 100 marks

Extension Courses - Extension study is available in a few courses. Extension courses build on the content of the 2-unit course and carry an additional value of 1 unit.

# REQUIREMENTS FOR THE AWARD OF AN HSC

If you wish to be awarded the HSC:

You must complete at least 12 units in the Preliminary study pattern (Year 11) and at least 10 units in your HSC study pattern (Year 12).

You must have satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course. You must have sat for and made a serious attempt at the Higher School Certificate examinations.

Both study patterns must include:

- At least six units of Board Developed Courses
- At least 2 units of a Board Developed Course in English
- At least three courses of 2-unit value or greater
- At least four subjects
- At most, 6 units of courses in Science can contribute to Higher School Certificate eligibility
- NSW Education Standards Authority (NESA) publication; "[Choosing HSC Subjects](#)", contains all the HSC rules and requirements you will need to know.
- If you wish to receive an ATAR, you must study a minimum of 10 Board Developed units in the HSC course.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.
- Please Note: Students will be allowed a maximum of one Externally delivered VET (EVET) course in Year 11. Students attending TAFE, are still required to complete all work for their school-based subjects. Going to TAFE is NOT an excuse for non-completion of school based subject requirements. Students aiming to gain an ATAR for university entry will be permitted to undertake an Industry Curriculum Framework (ICF) TAFE course. Students can use their ICF TAFE Delivered VET course exam marks to contribute to the calculation of their Australian Tertiary Admission Rank (ATAR). BEC TAFE courses can NOT count towards the ATAR.

## Examples of suitable patterns of study?

### HSC Only

- Minimum 6 Board Developed units with 2 units of English
- At least 4 different subjects
- At least 3 subjects of 2-unit value
- At least 12 units in the Preliminary year and at least 10 units in the HSC year(s)
- *Optional: ICF or BEC EVET course of 2 Unit value or more.*

### HSC + ATAR

- Minimum of 10 Board Developed units with 2 units of English
- At least 4 different subjects
- At least 3 subjects of 2-unit value
- *Optional: ICF EVET course of 2 Unit value or more.*

## **HSC + ATAR + VET**

- Minimum of 10 Board Developed units with 2 units of English
- At least 4 different subjects
- At least 3 subjects of 2-unit value
- Must sit all examinations for all courses

## **HSC + VET or HSC + Part-time Traineeship**

- Minimum 6 Board Developed units with 2 units of English
- At least 4 different subjects AND at least 3 subjects of 2-unit value
- One or more VET courses up to 4 units value ----- a Total of 12 units

## **Senior Subject Fees**

These fees are essential to cover the additional costs associated with senior coursework. The fees are payable by the end of Term 1, or your child will not be able to continue practical work in the course. Fees are also payable for Year 12 courses. Senior Book Levy \$50 which is refundable.

## **ASSESSMENT AND REPORTING**

- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers are provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabi, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements that is similar to the one you will receive in this year's School Certificate for the tests in English-literacy, Mathematics, Science, Australian History, Geography and Citizenship.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC, you will receive a portfolio containing:
  - The HSC Testamur (The official certificate confirming your achievement of all requirements for the award)
  - The Record of Achievement (This document lists the courses you have studied and reports the marks and bands you have achieved).
  - Course Reports

For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale, and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.

# The Australian Tertiary Admission Rank (ATAR)

*For those students interested in attending University after Year 12*

## What is the ATAR?

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95, with increments of 0.05. This rank indicates a student's position relative to other students in their age group for NSW. The ATAR is solely used, either on its own or in conjunction with other additional selection criteria, to rank and select Year 12 school leavers on their academic achievement for entry into tertiary institutions. The Universities Admissions Centre ([UAC](#)) compiles this rank, to measure and compare the overall achievement of students who have completed different combinations of HSC courses.

## To be eligible for an ATAR?

To be eligible for an ATAR in NSW, a student 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 HSC Board Developed courses of 2 units of greater
- Four subject areas.

## What courses can be included in the ATAR?

Your ATAR will be based on an aggregate of scaled marks in 10 units of HSC Board Developed Courses comprising your:

- Best two units of English
- Best eight units from your remaining units.

## Who gets an ATAR?

HSC students who indicate on their HSC Entry Form that they wish to be notified of their ATAR will receive an ATAR Advice Notice from the Universities Admission Centre (UAC) at about the same time they receive their Higher School Certificate (HSC) results from the NSW Education Standards Authority (NESA). However, not all ATAR Advice Notices will show an ATAR. These include:

Students who achieve an ATAR between 0.00 and 30.00

- They will have their ATAR reported as "30 or below"

Students who do not meet the ATAR restrictions above:

- The statement "Not eligible for an ATAR" will appear on the ATAR Advice Notice.

## Other Important Aspects of the ATAR

The ATAR is calculated by the Technical Committee on Scaling on behalf of the NSW Vice Chancellors' Committee universities in NSW and the ACT.

Whereas the HSC serves many purposes, the ATAR serves only one – to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose.

Ranking of students depends solely on performance in HSC courses in Year 12. This includes both the school Assessment Program and the HSC Examinations components of each course.

# COURSES

## Board Developed - 2 Unit Courses

Ancient History	Industrial Technology: Multimedia
Biology	Industrial Technology: Timber and Furniture Products
Business Studies	Investigating Science
Chemistry	Japanese Beginners
Chinese Beginners	Korean Beginners
Chinese Continuers	Korean Continuers
Chinese in Context	Legal Studies
Community and Family Studies	Mathematics Advanced
Dance	Mathematics Standard
Design and Technology	Modern History
Drama	Music 1 (2 unit)
Economics	Physics
English Advanced	Society and Culture
English EAL/D	Software Engineering
English Standard	Studies of Religion 2 units
English Studies	Textiles and Design
Enterprise Computing	Vietnamese Continuers
Food Technology	Visual Arts
Geography	
Health and Movement Science (HMS)	

## **Board Developed (VET) - 2 Unit Courses**

### **Vocational Education and Training Courses**

Business Services	Hospitality - Food & Beverage
Construction	Retail Services
Hospitality - Kitchen Operations	Information and Digital Technology

## **Board Endorsed Courses - 2 Unit**

Exploring Childhood Education	Visual Design
Photography, Video and Digital Imaging	Work Studies
Sport, Lifestyle and Recreation Studies	

## **Board Endorsed Courses - 1 Unit**

Photography, Video and Digital Imaging	Sport, Lifestyle and Recreation Studies
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## Board Developed Courses - 1 Unit

Preliminary & HSC English Extension 1	Mathematics Extension 2
HSC English Extension 2	HSC Chinese Extension
HSC History Extension	Studies of Religion 1 unit
Mathematics Extension 1	



## Board Developed 2 Unit Courses

<b>Subject: Ancient History</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> History
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b>  <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality, and historical period.</p>	
<b>Preliminary Topics</b>	<b>HSC Topics</b>
<b>Part I:</b> Investigating Ancient History <ul style="list-style-type: none"> <li>▪ The nature of Ancient History- Investigation of ancient sites and sources</li> <li>▪ Case Studies (at least ONE)- Masada and Tutankhamun's Tomb</li> </ul> <b>Part II:</b> Features of Ancient Societies <ul style="list-style-type: none"> <li>▪ Death and Funerary Customs</li> <li>▪ Old Kingdom Egypt</li> </ul> <b>Part III:</b> Historical Investigation <ul style="list-style-type: none"> <li>▪ Student Determined Project</li> </ul>	<b>Part I:</b> Core Study: Cities of Vesuvius – Pompeii and Herculaneum  <b>Part II:</b> ONE 'Ancient Societies' topic – Spartan society to the battle of Leuctra  <b>Part III:</b> ONE 'Personalities in their Times' topic- Julius Ceasar  <b>Part IV:</b> ONE 'Historical Periods' topic- Fall of Roman Republic 78 to 31 BC
<b>BHS Course Entry Recommendations</b> <p>Students should achieve at least a passing grade in stage 5 History to do this course. This course requires competent skills in English and writing and involves analysing sources. This subject is not appropriate for students studying English Studies or equivalent.</p>	

<b>Subject: Biology</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Science
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.</p> <p>The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention, and control of infectious and non-infectious diseases.</p>	
<b>Preliminary</b>	<b>HSC</b>
Working Scientifically Skills <b>Module 1:</b> Cells as the basis of life <b>Module 2:</b> Organisation of Living Things <b>Module 3:</b> Biological Diversity <b>Module 4:</b> Ecosystem Dynamics	Working Scientifically Skills <b>Module 5:</b> Heredity <b>Module 6:</b> Genetic Change <b>Module 7:</b> Infectious Disease <b>Module 8:</b> Non-infectious Disease and Disorders
<b>Specific Course Requirements</b> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Fieldwork is also mandated in Year 11 and is an integral part of the learning process.</p>	
<b>BHS Course entry Recommendations:</b> <p>This course requires 5 hours of independent study a week outside of Homework and assessment tasks. Complementary subjects include any other Science subject, PDHPE and CAFS.</p>	

<b>Subject: Business Studies</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Social Sciences
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b>  <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment.</p> <p>Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>▪ Nature of business (20%) – the role and nature of business</li> <li>▪ Business management (40%) – the nature and responsibilities of management</li> <li>▪ Business planning (40%) – establishing and planning a small to medium enterprise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Operations (25%) – strategies for effective operations management</li> <li>▪ Marketing (25%) – development and implementation of successful marketing strategies</li> <li>▪ Finance (25%) – financial information in the planning and management of business</li> <li>▪ Human resources (25%) – human resource management and business performance</li> </ul>
<b>BHS Course Recommendations</b> <p>This course requires 5 hours a week of independent study outside of Homework and assessment tasks. Students must regularly read news sources familiarise themselves with contemporary business issues and case studies. Students must have studied Commerce in years 9 and 10 and achieved a C grade or above at the end of year 10.</p>	

<b>Subject: Chemistry</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Science
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<b>Course Description</b>  <p>The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types, and drivers of chemical reactions and how we measure the quantities involved in these processes.</p> <p>The Year 12 course builds on the concepts introduced in Year 11 by examining classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties, and trends of and between classes of chemicals.</p>	
<b>Preliminary</b>	<b>HSC</b>
<b>Working Scientifically Skills</b> <b>Module 1:</b> Properties and Structure of Matter <b>Module 2:</b> Introduction to Quantitative Chemistry <b>Module 3:</b> Reactive Chemistry <b>Module 4:</b> Drivers of Reactions	<b>Working Scientifically Skills</b> <b>Module 5:</b> Equilibrium and Acid Reactions <b>Module 6:</b> Acid/Base Reactions <b>Module 7:</b> Organic Chemistry <b>Module 8:</b> Applying Chemical Ideas
<b>BHS Course Recommendations</b> <p>This course requires 5 hours of independent study a week outside of Homework and assessment tasks. This course should be studied with Advanced Mathematics and Extension 1 Mathematics. Other recommended courses include Physics, Engineering and Economics.</p>	
<b>Course Requirements</b>  <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>	

Subject: Chinese Beginners	
Number of Units: 2 units	Faculty: LOTE
Board Developed Course	Practical Component: No
HSC exam: Yes	
<p><b>Course Description</b></p> <p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Chinese. Topics studied through two interdependent perspectives, the <i>personal world</i> and the <i>Chinese-speaking communities</i>; provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of Chinese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts.</p>	
Main Topics Covered	
<ul style="list-style-type: none"> <li>▪ Family life, home and neighbourhood</li> <li>▪ People, places and communities</li> <li>▪ Education and work</li> <li>▪ Friends, recreation and pastimes</li> <li>▪ Holidays, travel and tourism</li> <li>▪ Future plans and aspirations.</li> </ul>	
<p><b>Exclusions:</b> Chinese Continuers; Chinese Extension; Chinese In Context; Chinese and Literature</p> <p>Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to <a href="#">ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.</a></p> <p><b>BHS Course Entry Requirements:</b> This course requires at least 30mins of independent study a day to work on vocabulary and language skills. The assumed knowledge of the course is suitable for someone who has achieved a band 7 or above in NAPLAN -Literacy.</p> <p><b>Particular Course Requirements:</b> Nil</p>	

<b>Subject: Chinese Continuers</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> LOTE
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Chinese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts.</p>	
<b>Prescribed Themes</b>	<b>Mandatory Topics</b>
<ul style="list-style-type: none"> <li>▪ The individual</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal identity</li> <li>▪ Education and aspirations</li> <li>▪ Recreation and leisure</li> <li>▪ Travel experiences</li> </ul>
<ul style="list-style-type: none"> <li>▪ The Chinese-speaking communities</li> </ul>	<ul style="list-style-type: none"> <li>▪ History and culture</li> <li>▪ Lifestyles</li> </ul>
<ul style="list-style-type: none"> <li>▪ The changing world</li> </ul>	<ul style="list-style-type: none"> <li>▪ Youth issues</li> <li>▪ The world of work</li> <li>▪ Tourism and hospitality</li> </ul>
<p><b>Prerequisites:</b> School Certificate Chinese or equivalent knowledge is assumed.</p> <p><b>Exclusions:</b> Chinese Beginners; Chinese in Context; Chinese and Literature</p> <p><b>BHS Course Entry Requirements:</b> Entry to the course requires consultation with the classroom teacher. This course requires at least 30mins of independent study a day to work on vocabulary and language skills.</p> <p>Check with your teacher or refer to <a href="#">ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.</a></p>	

<b>Subject: Chinese in Context</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> LOTE
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b>  <p>The Preliminary and HSC courses have as their organisational focus the study of Issues (listed below). The students' intercultural and linguistic skills, knowledge and understanding of Chinese will be developed through the study of a range of texts related to the Issues, viewed from one or more of the three Perspectives (Personal, Community and International) and drawn from the one or more of the three Contexts (Social and Community Settings, Contemporary Literature and the Arts, and Media). In the HSC course, students will explore in depth an area of interest related to one of the Issues through the Personal Investigation.</p>	
<b>Issues</b> <ul style="list-style-type: none"> <li>▪ Young people and their relationships <ul style="list-style-type: none"> <li>○ Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.</li> </ul> </li> <li>▪ Traditions and values in a contemporary society <ul style="list-style-type: none"> <li>○ Students will consider how the traditions and values of Chinese-speaking communities are maintained in multicultural environments and in a changing society.</li> </ul> </li> <li>▪ The changing nature of work <ul style="list-style-type: none"> <li>○ Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</li> </ul> </li> <li>▪ The individual as a global citizen <ul style="list-style-type: none"> <li>○ Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society.</li> </ul> </li> <li>▪ Chinese identity in the international context <ul style="list-style-type: none"> <li>○ Students will consider the place of Chinese-speaking communities in the world, including migration experiences both locally and internationally.</li> </ul> </li> </ul>	
<p><b>Prerequisites:</b> Prior learning and/or equivalent knowledge is assumed</p> <p><b>Exclusions:</b> Chinese Beginners; Chinese Continuers; Chinese Extension; Chinese and Literature. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Languages Courses Eligibility Criteria.</p> <p><b>BHS Course Entry Requirements:</b> This course requires at least 30mins of independent study a day to work on vocabulary and language skills.</p> <p><b>Particular Course Requirements:</b> Nil</p>	

Subject: Community & Family Studies	
Number of Units: 2 units	Faculty: PDHPE
Board Developed Course	Practical Component: No
HSC exam: Yes	
<b>Course Description</b> Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.	
Preliminary	HSC
<ul style="list-style-type: none"> <li>▪ <b>Resource Management</b> Basic concepts of the resource management process (approximately 20% of course time).</li> <li>▪ <b>Individuals and Groups</b> The individual's roles, relationships and tasks within groups (approximately 40% of course time).</li> <li>▪ <b>Families and Communities</b> Family structures and functions and the interaction between family and community (approximately 40% of course time).</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Research Methodology</b> Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).</li> <li>▪ <b>Groups in Context</b> The characteristics and needs of specific community groups (approximately 25% of course time).</li> <li>▪ <b>Parenting and Caring</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).</li> </ul>
<b>HSC Option Modules</b> Select <b>one</b> of the following (approximately 25% of course time): <ul style="list-style-type: none"> <li>▪ <b>Family and Societal Interactions</b> Government and community structures that support and protect family members throughout their lifespan.</li> <li>▪ <b>Social Impact of Technology</b> The impact of evolving technologies on individuals and lifestyle.</li> <li>▪ <b>Individuals and Work</b> Contemporary issues confronting individuals as they manage roles within both their family and work environments.</li> </ul>	
<b>BHS Course Entry Recommendations</b> Students should be undertaking the ATAR pathway. HSC Pathway students are encouraged to select Exploring Early Childhood (Board Endorsed Course)	
<b>Particular Course Requirements</b> Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, and resource management.	
<b>Exclusions:</b> Nil	



<b>Subject: Dance</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> PDHPE
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.</p> <p>Components to be completed are:</p> <ul style="list-style-type: none"> <li>▪ Performance (40%)</li> <li>▪ Composition (20%)</li> <li>▪ Appreciation (20%)</li> <li>▪ Additional (20%) (To be allocated by the teacher to suit the specific circumstances/context of the class).</li> </ul> <p><b>HSC Course</b></p> <p>Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology</p> <ul style="list-style-type: none"> <li>▪ Core (60%) Performance 20%, Composition 20%, Appreciation 20%</li> <li>▪ Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.</li> </ul>	
<p>The interrelation of the course components is a major feature in the study of dance as an art form and is emphasised throughout both courses.</p> <p>The published <i>Course Prescriptions</i>, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.</p> <p><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p> <p><b>Particular Course Requirements:</b> Students are required to wear black dance attire to practical lessons</p>	

Subject: Design and Technology	
Number of Units: 2 units	Faculty: Home Economics
Board Developed Course	Practical Component: Yes
HSC exam: Yes	
<p><b>Course Description</b></p> <p>The Stage 6 Design and Technology offers students an opportunity to engage deeply with the design process and develop practical skills in creating innovative solutions. This course is structured to enhance students' understanding of design principles, allowing them to explore a range of materials and technologies. Throughout the course, students are encouraged to undertake projects that reflect their interests and aspirations, fostering creativity and critical thinking. The curriculum covers key areas such as design theory, the application of design processes, and the evaluation of outcomes, enabling students to understand how design impacts society and the environment.</p> <p>Students in the Stage 6 Design and Technology course are expected to complete a Major Design Project, which serves as a capstone to their learning. This project requires students to identify a problem or need within a specific context, develop a design brief, and create a prototype or solution. The process emphasises not only technical skills but also project management, research, and presentation abilities. By engaging with real-world issues, students are better prepared for further education or careers in various fields, including engineering, architecture, and product design. Overall, the course aims to cultivate a strong foundation in design thinking and practical application, equipping students with the skills necessary for success in a rapidly evolving technological landscape.</p>	
Preliminary	HSC
<p>In the Preliminary Stage 6 Design and Technology course, assessment is designed to evaluate students' understanding of design concepts and their ability to apply these principles in practical contexts.</p> <p>One key assessment task is the Case Study, where students focus on a notable designer, exploring their design philosophy, methodologies, and contributions to the field. This task encourages critical analysis of how individual designers have influenced the world of design and sustainability.</p> <p>Students are also required to complete a Design Project, where they create a product that embodies sustainable practices. This project involves researching materials and processes that minimise environmental impact, as well as developing a prototype that addresses a specific need.</p> <p>Together, these assessments provide a comprehensive overview of students' theoretical knowledge and practical skills, preparing them for further studies in design and technology. At the end of the Preliminary Stage 6 Design and Technology course, students undertake a Yearly Exam that assesses their theoretical knowledge of design principles, sustainability concepts, and the practical applications they have learned throughout the year.</p>	<p>In the HSC Design and Technology course, assessments include a Project Proposal Presentation that outlines students' intended design projects, a Case Study that analyses a designer or design movement, and a Project Development and Management Report that documents the process and progress of their Major Design Project, culminating in a Trial HSC exam that evaluates their comprehensive understanding of design concepts and practical application.</p>

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

### **Particular Course Requirements**

To successfully complete the Year 11 Design and Technology course, students are required to engage in both theoretical and practical components that enhance their understanding of the design process and its applications. A key requirement is the completion of one hands-on project focused on sustainability, where students will design and create a product or solution that addresses a specific environmental issue, considering sustainable practices and materials throughout the design process. Students must document their research, design development, and evaluation to showcase their understanding of sustainability principles. They will participate in classroom activities, discussions, and assessments covering design theory, materials, and technologies, while developing collaboration and effective communication skills through independent and group work. By fulfilling these requirements, students will gain practical experience and theoretical knowledge that will serve as a foundation for further studies in the HSC Design and Technology course.

To successfully complete the Year 12 Design and Technology course, students must engage in both theoretical and practical components that deepen their understanding of the design process. A central requirement is the Major Design Project (MDP), where students independently conceptualise, design, and produce a product or solution of their choice. This project encompasses all stages of the design process, from research and planning to prototyping and evaluation, allowing students to demonstrate their creativity and technical skills. In addition to the MDP, students will explore innovation and emerging technologies, study design theory, and enhance their practical skills with various materials.

**Exclusions:** Nil

<b>Subject: Drama</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> English
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p><b>Preliminary Course</b></p> <p>Content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p><b>HSC Course</b></p> <p>Australian Drama and Theatre and Studies in Drama and Theatre involve theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.</p> <p>The <b>Group Performance</b> (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides an opportunity for each student to demonstrate his or her performance skills.</p> <ul style="list-style-type: none"> <li>For the <b>Individual Project</b>, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Scriptwriting <b>or</b> Video Drama.</li> </ul>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>Improvisation, Play Building, Acting</li> <li>Elements of Production in Performance</li> <li>Theatrical traditions and Performance Styles</li> </ul>	<ul style="list-style-type: none"> <li>Australian Drama and Theatre (Core content)</li> <li>Studies in Drama and Theatre</li> <li>Group Performance (Core content)</li> <li>Individual Project</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list.</p> <p>This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects</p> <p><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	

Subject: Economics	
Number of Units: 2 units	Faculty: Social Sciences
Board Developed Course	Practical Component: No
HSC exam: Yes	
<b>Course Description</b> Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem- solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.	
Preliminary	HSC
<ul style="list-style-type: none"> <li>▪ Introduction to Economics – the nature of economics and the operation of an economy</li> <li>▪ Consumers and Business – the role of consumers and business in the economy</li> <li>▪ Markets – the role of markets, demand, supply and competition</li> <li>▪ Labour Markets – the workforce and role of labour in the economy</li> <li>▪ Financial Markets – the financial market in Australia including the share market</li> <li>▪ Government in the Economy – the role of government in the Australian economy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Global Economy – Features of the global economy and globalisation</li> <li>▪ Australia's Place in the Global Economy – Australia's trade and finance</li> <li>▪ Economic Issues – issues including economic growth, unemployment, inflation, wealth and management.</li> <li>▪ Economic Policies and Management – the range of policies to manage the economy.</li> </ul>
<b>BHS Course Entry Recommendations:</b> This course requires 5 hours a week of independent study outside of Homework and assessment tasks. Students must regularly read news sources to familiarise themselves with contemporary economic issues. Students should have studied Commerce in Stage 5 and received at least a B grade.	
<b>Exclusions:</b> Nil	

<b>Subject: English Advanced</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> English
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts.</p> <p>Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.</p> <p>In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.</p>	
<b>Preliminary</b>	<b>HSC</b>
<p>The course has two sections:</p> <p>Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to English Advanced. Students explore texts and consolidate skills required for senior study.</p> <p>Two additional modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.</p>	<p>The course has two sections:</p> <p>The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.</p> <p>Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes</p>
<p><b>BHS Course Entry Recommendations</b></p> <p>Students need to achieve at least a B grade in year 10 English</p> <p><b>Particular Course Requirements</b></p> <p>For the <b>Year 11 English Advanced</b> course students are required to study:</p> <ul style="list-style-type: none"> <li>▪ A range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>▪ A wide range of additional related texts and textual forms.</li> </ul> <p>For the <b>Year 12 English Advanced</b> course students are required to study:</p> <ul style="list-style-type: none"> <li>▪ At least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text or may be selected from one of the categories already used</li> </ul>	

<b>Subject: English EAL/D</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> English
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>In the English EAL/D Year 11 course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.</p> <p>In the English EAL/D Year 12 course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama; film or media or nonfiction. Through this close study of texts, students develop and apply skills in synthesis.</p> <p>In this course, students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational, and vocational lives.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>Students study 3–4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are Language and Texts in Context, Close Study of Text and Texts and Society.</li> <li>Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students.</li> </ul>	<ul style="list-style-type: none"> <li>Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.</li> <li>The fourth module, Focus on Writing, is studied concurrently throughout the year to develop students' understanding and use of language in developing their own written responses.</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>For the <b>Year 11 English EAL/D</b> course students are required to:</p> <ul style="list-style-type: none"> <li>study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet</li> <li>study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>engage in regular wide reading connected to, and described in, each of the modules</li> <li>engage in speaking and listening components in each module.</li> </ul> <p>For the <b>Year 12 English EAL/D</b> course students are required to:</p> <ul style="list-style-type: none"> <li>study at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts</li> <li>study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>study at least one related text in Module A: Texts and Human Experiences</li> <li>engage in speaking and listening components in each module.</li> </ul>	

<b>Subject: English Standard</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> English
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.</p> <p>In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.</p> <p>In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.</p>	
<b>Preliminary</b>	<b>HSC</b>
<b>The course has two sections:</b> <ul style="list-style-type: none"> <li>Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to English Standard. Students explore texts and consolidate skills required for senior study.</li> <li>Two additional modules: Close Study of Literature, and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning.</li> </ul>	<b>The course has two sections:</b> <ul style="list-style-type: none"> <li>The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.</li> <li>Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.</li> </ul>
<b>Particular Course Requirements</b> <p>For the <b>Year 11 English Standard</b> course students are required to:</p> <ul style="list-style-type: none"> <li>one complex multimodal or digital text in Module A</li> <li>one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet</li> <li>a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>a wide range of additional related texts and textual forms.</li> </ul> <p>For the <b>Year 12 English Standard</b> course students are required to:</p> <ul style="list-style-type: none"> <li>at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts</li> <li><b>Across Stage 6</b> the selection of texts <b>must</b> give students experience of the following: <ul style="list-style-type: none"> <li>a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital</li> </ul> </li> </ul>	



<b>Subject: English Studies</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> English
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Optional	
<b>Course Description</b> <p>In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p> <p>In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>Students study the mandatory module, Reading to write: Transition to English Studies</li> <li>Students study 2 additional syllabus electives (selected based on their needs and interests).</li> </ul>	<ul style="list-style-type: none"> <li>The HSC Common Content consists of two mandatory modules: Narrative and Human Experiences and Writing for Purpose. In these, students analyse and explore texts and apply skills in synthesis.</li> <li>Students study 2 additional syllabus electives (selected based on their needs and interests).</li> </ul>
<b>Course Entry Guidelines</b> <p>This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.</p> <p>English Studies is a Stage 6 Board Developed Course and students will be able to sit for an optional HSC examination. Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA.</p> <p>To be eligible for an ATAR, students studying the English Studies course must complete the HSC examination and include a further 8 units of Board Developed courses in their pattern of study</p>	

<b>Subject: Enterprise Computing</b>	
<b>Number of Units: 2</b>	<b>Faculty: Industrial Arts</b>
<b>Board Developed Course</b>	<b>Practical Component: Yes</b>
<b>HSC exam: Yes</b>	
<p><b>Course Description</b></p> <p>In the Enterprise Computing Year 11 course, students will delve into interactive media and the user experience, gaining insights into the design and development of captivating and user-friendly digital interfaces. Students will also explore networking systems and social computing, learning about the technologies that enable communication and collaboration in the digital realm. Additionally, students will delve into the principles of cybersecurity, understanding the importance of protecting digital assets and mitigating risks.</p> <p>In the Enterprise Computing Year 12 course, students will further expand their knowledge and skills in computing technology. Students will delve into data science, uncovering techniques to extract insights and make informed decisions from vast amounts of data. Students will also learn about data visualization, mastering the art of presenting complex data in clear and visually appealing ways. Additionally, students will explore intelligent systems, delving into the world of artificial intelligence and machine learning. As part of the course, students will engage in an exciting enterprise project, where they can apply their knowledge and skills to solve real-world problems.</p> <p>Overall, this course aims to equip students with a strong foundation in computing technology, preparing them for further studies or careers in this dynamic field. By exploring interactive media, networking systems, cybersecurity, data science, and intelligent systems, students will gain valuable insights into the diverse and exciting world of computing technology.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>▪ Interactive Media and the User Experience <ul style="list-style-type: none"> <li>○ 40 indicative hours</li> </ul> </li> <li>▪ Network Systems and Social Computing <ul style="list-style-type: none"> <li>○ 40 indicative hours</li> </ul> </li> <li>▪ Principles of Cybersecurity <ul style="list-style-type: none"> <li>○ 40 Indicative hours</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Data Science <ul style="list-style-type: none"> <li>○ 30 indicative hours</li> </ul> </li> <li>▪ Data Visualisation <ul style="list-style-type: none"> <li>○ 30 indicative hours</li> </ul> </li> <li>▪ Intelligence Systems <ul style="list-style-type: none"> <li>○ 30 indicative hours</li> </ul> </li> <li>▪ Enterprise Project <ul style="list-style-type: none"> <li>○ 30 indicative hours</li> </ul> </li> </ul>
<p><b>Particular Course Requirements</b></p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.</p> <p><b>Exclusions:</b></p> <ul style="list-style-type: none"> <li>▪ Computing Technology Life Skills (Year 11, 2 units)</li> <li>▪ Computing Technology Life Skills (Year 12, 2 units)</li> <li>▪ Technology Life Skills (Year 11, 2 units)*</li> <li>▪ Technology Life Skills (Year 11, 2 units)*</li> </ul> <p>*Where Computing Technology is undertaken within the course.</p>	

<b>Subject: Food Technology</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Home Economics
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection.</p> <p>Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>▪ Food Availability and Selection (30%)</li> <li>▪ Food Quality (30%)</li> <li>▪ Written Examination on Preliminary course content (40%)</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Australian Food Industry (15%)</li> <li>▪ Food Manufacture (25%)</li> <li>▪ Food Product Development (30%)</li> <li>▪ Trial HSC Examination (30%)</li> </ul>
<p><b>BHS Course Entry Requirements:</b> This course requires 3-4 hours of independent study a week outside of completing assessment tasks. It is recommended but not a prerequisite for students to have studied Food Technology in stage 5. Students must pay fees, participate in practical activities and organise themselves with the appropriate equipment for all lessons.</p> <p>Complementary subjects include: Hospitality (Food &amp; Beverage/ Kitchen Operations) and PDHPE</p> <p><b>Particular Course Requirements</b></p> <p>There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p> <p><b>Exclusions:</b> Nil</p>	

<b>Subject: Geography</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Social Sciences
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.</p> <p>The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>▪ Earth’s Natural Systems (33%) – an overview of the uniqueness and diversity of Earth</li> <li>▪ People, Patterns and Processes (33%) – an overview of the diversity and extent of human activity</li> <li>▪ Human-environment Interactions (17%) – an overview of change to Earth’s natural systems over time</li> <li>▪ Geographical Investigation (17%) – a geographical inquiry in the contemporary world</li> </ul>	<ul style="list-style-type: none"> <li>▪ Global Sustainability (25%) – and overview of sustainability in the contemporary world</li> <li>▪ Rural and Urban Places (37.5%) – an overview of rural and urban settlement</li> <li>▪ Ecosystems and Global Biodiversity (37.5%) – an overview of ecosystems and biodiversity</li> </ul>
<p><b>BHS Course Entry Recommendations:</b> Students must achieve a C grade or above in stage 5 Geography. This course requires 5 hours a week of independent study outside of homework and assessment tasks. Students must regularly read news sources to familiarise themselves with contemporary geographical issues. Students must also attend <b>mandatory field excursions</b>. E.g. Pyrmont, Blue Mountains and Balls Head Reserve.</p> <p><b>Particular Course Requirements</b></p> <p>Students complete one Geographical Investigation (which requires them to conduct <b>their own primary and secondary research</b>) in the Preliminary course and should undertake 12 hours of fieldwork in <b>both</b> the Preliminary and HSC courses.</p> <p><b>Exclusions:</b> Nil</p>	

<b>Subject: Health and Movement Science (HMS)</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> PDHPE
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>Health and Movement Science 11–12 is a new course that replaces PDHPE 11–12.</p> <p>This ATAR contributing course draws on a multitude of fields with the application of scientific concepts to actively engage students in learning about the factors that influence health and movement.</p> <p>A focus on practical application allows students to develop deep knowledge and understanding and provides opportunities to develop the student’s skills problem-solving, critical and creative thinking, research and analytical skills.</p> <p>Students are encouraged to explore areas of interest, to contribute positively to their own and others health and wellbeing.</p> <p>The concepts studied in the Health and Movement Science make clear links to relevant post-school pathways in the fields of health and movement science.</p> <p>Health and Movement Science builds on the foundational knowledge, skills and understanding developed in the PDHPE K–10 course.</p> <p>This course is <b>100%</b> theory targeting skills of collaboration, analysis, communication, creative thinking, problem-solving and research.</p>	
<b>Preliminary</b>	<b>HSC</b>
<b>Core Topics</b> <ol style="list-style-type: none"> <li>1. Health for individuals and communities</li> <li>2. The body and mind in motion</li> </ol> <b>Depth Studies and Collaborative Investigation</b> The requirements for the Depth Studies include: <ul style="list-style-type: none"> <li>▪ A total of 20 hours of in-class time allocated in Health for Individuals and Communities and/or The Body and Mind in Motion</li> <li>▪ a minimum of 2 Depth Studies</li> </ul>	<b>Core Topics</b> <ol style="list-style-type: none"> <li>1. Health in an Australian and global context</li> <li>2. Training for improved performance.</li> </ol> <b>Depth Studies</b> The requirements for the Depth Studies include: <ul style="list-style-type: none"> <li>▪ a total of 30 hours of in-class time allocated in Health in an Australian and Global Context and/or Training for Improved Performance</li> <li>▪ a minimum of 2 Depth Studies</li> </ul>
<b>Particular Course Requirements</b> <p>In addition to core studies, students undergo skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content.</p> <p>Students complete Depth Studies and Collaborative Investigation in Preliminary and Depth Studies in HSC course.</p> <b>Exclusions:</b> Nil	

<b>Subject: Industrial Technology: Multimedia</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> CAPA
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of a project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.</p>	
<b>Preliminary</b>	<b>HSC</b>
<p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <li>▪ Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)</li> <li>▪ Design – elements and principles, types of design, quality, influences affecting design (10%)</li> <li>▪ Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer-based technologies (20%)</li> <li>▪ Production – display a range of skills through the construction of a number of projects (40%)</li> <li>▪ Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)</li> </ul>	<p>The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:</p> <ul style="list-style-type: none"> <li>▪ Industry Study (15%)</li> <li>▪ Major Project (60%) <ul style="list-style-type: none"> <li>○ Design, Management and Communication</li> <li>○ Production</li> </ul> </li> <li>▪ Industry Related Manufacturing Technology (25%)</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p> <p><b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Board Endorsed Courses</p>	

<b>Subject: Industrial Technology: Timber and Furniture Products</b>	
<b>Number of Units:</b> 2 Units	<b>Faculty:</b> Industrial Arts
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.</p> <p>Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.</p>	
<b>Preliminary</b>	<b>HSC</b>
<p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> <li>▪ Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)</li> <li>▪ Design – elements and principles, types of design, quality, influences affecting design (10%)</li> <li>▪ Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer-based technologies (20%)</li> <li>▪ Production – display a range of skills through the construction of a number of projects (40%)</li> <li>▪ Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)</li> </ul>	<p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> <li>▪ Industry Study (15%)</li> <li>▪ Major Project (60%) <ul style="list-style-type: none"> <li>○ Design, Management and Communication</li> <li>○ Production</li> </ul> </li> <li>▪ Industry Related Manufacturing Technology (25%)</li> </ul>
<p><b>Particular Course Requirements</b></p> <p>In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p> <p><b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Board Endorsed Courses</p>	

Subject: Investigating Science	
Number of Units: 2 units	Faculty: Science
Board Developed Course	Practical Component: Yes
HSC exam: Yes	
<p><b>Course Description</b></p> <p>The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.</p> <p>The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.</p>	
Preliminary	HSC
<ul style="list-style-type: none"> <li>▪ <b>Module 1</b> Cause and Effect – Observing</li> <li>▪ <b>Module 2</b> Cause and Effect – Inferences and Generalisations</li> <li>▪ <b>Module 3</b> Scientific Models</li> <li>▪ <b>Module 4</b> Theories and Laws</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Module 5</b> Scientific Investigations</li> <li>▪ <b>Module 6</b> Technologies</li> <li>▪ <b>Module 7</b> Fact or Fallacy?</li> <li>▪ <b>Module 8</b> Science and Society</li> </ul>
<p><b>BHS Course Entry Requirements:</b> This course requires 5 hours of independent study a week outside of Homework and assessment tasks. Other complementary subjects include any other Science subject.</p> <p>Note: The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.</p> <p><b>Particular Course Requirements</b></p> <p>Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p><b>Exclusions:</b> Nil</p>	



<b>Subject: Japanese Beginners</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> LOTE
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.</p> <p>Topics studied through two interdependent perspectives, the <i>personal world</i> and the <i>Japanese-speaking communities</i>, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.</p>	
<p><b>Main Topics Covered</b></p> <ul style="list-style-type: none"> <li>▪ Family life, home and neighbourhood</li> <li>▪ People, places and communities</li> <li>▪ Education and work</li> <li>▪ Friends, recreation and pastimes</li> <li>▪ Holidays, travel and tourism</li> <li>▪ Future plans and aspirations</li> </ul>	
<p><b>BHS Course Entry Recommendations:</b> This course requires at least 30mins of independent study a day to work on vocabulary and language skills. The assumed knowledge of the course is suitable for someone who has achieved a band 7 or above in NAPLAN -Literacy.</p> <p><b>Particular Course Requirements:</b> Nil</p> <p><b>Exclusions:</b> Japanese Continuers; Japanese Extension; Japanese In Context; Japanese and Literature. Strict eligibility rules apply to the study of this subject. Check with your teacher.</p>	

<b>Subject: Korean Beginners</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> LOTE
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>Korean Beginners is designed for students with little or no prior knowledge of the Korean language. It provides an introduction to Korean language and the cultures of Korea, focusing on the development of communication skills in Korean and an understanding of Korean-speaking communities. Students will learn to communicate in everyday situations through listening, speaking, reading, and writing tasks. The course develops foundational skills such as reading and writing in Hangul (the Korean alphabet), exchanging basic personal information, describing people and places, and engaging in simple conversations about daily life, school, family, and leisure activities. Through exploring a variety of authentic texts and cultural materials, students gain insight into Korean customs, traditions, and contemporary society. The course also encourages intercultural understanding and the ability to reflect on one's own language and culture.</p>	
<b>Prescribed Themes</b> <ul style="list-style-type: none"> <li>▪ The Personal World</li> <li>▪ The Korean-speaking communities</li> </ul>	<b>Mandatory Topics</b> <ul style="list-style-type: none"> <li>▪ Family life, home and neighbourhood</li> <li>▪ Education and work</li> <li>▪ Friends, recreations and pastimes</li> <li>▪ People, places and communities</li> <li>▪ Holiday, travel and tourism</li> <li>▪ Future plans and aspirations</li> </ul>
<p><b>Prerequisites:</b> Students must have no prior knowledge or had no more than 100 hours of prior study in Korean at the secondary level (or the equivalent)</p> <p><b>BHS Course Entry Recommendations:</b> Students who have little or no prior knowledge of Korean. Students who studied in Korean in Stage 4.</p> <p><b>Exclusions:</b> Nil</p>	

<b>Subject: Korean Continuers</b>					
<b>Number of Units:</b> 2 units	<b>Faculty:</b> LOTE				
<b>Board Developed Course</b>	<b>Practical Component:</b> No				
<b>HSC exam:</b> Yes					
<p><b>Course Description</b></p> <p>Korean Continuers is designed for students who have prior knowledge and experience of the Korean language, typically gained through formal study in Years 7–10 or through home/community use at a non-native speaker level. This course enables students to develop advanced skills in listening, speaking, reading, and writing in Korean. Through the exploration of prescribed themes—the individual, the Korean-speaking communities, and the changing world—students learn to communicate effectively, express ideas and opinions, and respond to spoken and written texts with increasing fluency and accuracy.</p> <p>Students engage with a variety of authentic and adapted texts to enhance their linguistic and intercultural understanding, while deepening their appreciation of Korean culture, values, and contemporary issues. The course also promotes reflection on the interdependence of language and culture and encourages students to draw comparisons with their own cultural background.</p>					
<p>In the Preliminary and HSC Course you will study:</p> <table> <tr> <th><b>Prescribed Themes</b></th><th><b>Mandatory Topics</b></th></tr> <tr> <td> <ul style="list-style-type: none"> <li>▪ The individual</li> <li>▪ The Korean-Speaking Communities</li> <li>▪ The Changing World</li> </ul> </td><td> <ul style="list-style-type: none"> <li>▪ The self and family</li> <li>▪ Education</li> <li>▪ Everyday life and activities</li> <li>▪ Special celebrations</li> <li>▪ Korea as a tourist destination</li> <li>▪ Daily life in Korea</li> <li>▪ Migration experiences in Australia</li> <li>▪ Family life (e.g. youth issues, the role of women, the role of men)</li> <li>▪ The world of work</li> </ul> </td></tr> </table>		<b>Prescribed Themes</b>	<b>Mandatory Topics</b>	<ul style="list-style-type: none"> <li>▪ The individual</li> <li>▪ The Korean-Speaking Communities</li> <li>▪ The Changing World</li> </ul>	<ul style="list-style-type: none"> <li>▪ The self and family</li> <li>▪ Education</li> <li>▪ Everyday life and activities</li> <li>▪ Special celebrations</li> <li>▪ Korea as a tourist destination</li> <li>▪ Daily life in Korea</li> <li>▪ Migration experiences in Australia</li> <li>▪ Family life (e.g. youth issues, the role of women, the role of men)</li> <li>▪ The world of work</li> </ul>
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<p><b>Prerequisites:</b> Students who completed at least 100–200 hours of Korean study in Stage 5 or acquired Korean through non-native home or community exposure.</p> <p><b>Exclusions:</b> Korean Beginners</p> <p><b>BHS Course Entry Requirements:</b> Students who have a prior knowledge in Korean and studied Korean for their Year 9 and 10 X and Y elective subject for at least 100-200 hours.</p> <p>Check with your teacher or refer to <a href="#">ACE 8008 Entry requirements for Stage 6 Languages courses where eligibility criteria apply.</a></p>					

<b>Subject: Legal Studies</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> History
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology.</p> <p>Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p> <p>Students learn to critically analyse evidence to communicate an extensive understanding of justice.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>▪ Part I – The Legal System (40% of course time)</li> <li>▪ Part II – The Individual and the Law (30% of course time)</li> <li>▪ Part III – The Law in Practice (30% of course time)</li> </ul> <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. <b>This section may be integrated with Part I and Part II.</b></p>	<ul style="list-style-type: none"> <li>▪ Core Part I: Crime (30% of course time)</li> <li>▪ Core Part II: Human Rights (20% of course time)</li> <li>▪ Part III: Two options (50% of course time)</li> </ul> <p><b>The two options are:</b></p> <ul style="list-style-type: none"> <li>▪ Consumers</li> <li>▪ Shelter</li> </ul>
<p><b>BHS Course Entry Recommendations:</b> Students should achieve at least a passing grade in History and/or Commerce to undertake this course. Legal Studies requires analytical and extended writing skills, and is recommended for Advanced or Standard English students. This course is not suitable for students undertaking English Studies or equivalent.</p> <p><b>Particular Course Requirements</b></p> <p>A competent level of writing ability is recommended for this course.</p> <p><b>Exclusions:</b> Nil</p>	

Subject: Mathematics Advanced			
Number of Units: 2 units		Faculty: Mathematics	
Board Developed Course		Practical Component: No	
HSC exam: Yes			
<b>Course Description</b>			
<p>Mathematics Advanced forms a continuum to provide students with opportunities to acquire knowledge, understanding and skills in mathematical concepts at progressively higher levels and with applications in an increasing number of contexts. Mathematics Advanced provide students with opportunities to learn about the interconnected nature of mathematics, its beauty and its functionality. The concepts and techniques of differential and integral calculus are the basis of the courses.</p> <p>The <i>Mathematics Advanced 11–12 Syllabus</i> (2024) is designed to encourage students to appreciate mathematical ways of viewing the world to investigate concepts, such as order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to explore mathematical problems through observation, reflection and reasoning.</p> <p>The <i>Mathematics Advanced 11–12 Syllabus</i> (2024) enables students to use mathematical models and serves as a basis for further studies at the tertiary level in science and commerce that require mathematics and its applications.</p>			
<b>Year 11 Mathematics Advanced</b>		<b>Year 12 Mathematics Advanced</b>	
<b>Area of study</b>	<b>Focus areas</b>	<b>Area of study</b>	<b>Focus areas</b>
Functions	Working with functions Graph transformations	Functions	Further graph transformations and modelling
Trigonometric functions	Trigonometry and measure of angles Trigonometric identities and equations	Calculus	Differential calculus Integral calculus Applications of calculus
Calculus	Introduction to differentiation	Sequences and series	Sequences and series
Exponential and logarithmic functions	Exponential and logarithmic functions	Statistical analysis	Random variables
Statistical analysis	Probability and data	Financial mathematics	Financial mathematics
<b>BHS Course Entry Recommendations:</b> To enrol in Year 11 Mathematics Advanced, students must achieve at least an average of Grade B in the Advanced exams that they completed in Year 9 and 10.			
<b>Students who select Accelerated Mathematics may be able to repeat HSC Mathematics, subject to the available evidence of their effort and performance throughout the course. This will be done case by case.</b>			
<b>See Mr Munari, Relieving Head Teacher Mathematics for conditions to repeating HSC Mathematics.</b>			

**STUDENTS CHOOSING THIS COURSE WILL NEED HEAD TEACHER APPROVAL.**

<b>Subject: Mathematics Standard</b>	
<b>Number of Units:</b> 2 Units	<b>Faculty:</b> Mathematics
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	

### Course Description

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with opportunities to develop an understanding of, and competence in, aspects of mathematics through real-world applications. Mathematics Standard Year 11 provides a pathway for students who progress through the Core outcomes of the *Mathematics 7–10 Syllabus* (2022). This course is designed for students who want to extend their mathematical skills beyond Stage 5, gain further knowledge of mathematical concepts and apply these skills and knowledge in practical contexts.

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

Mathematics Standard 1 provides an opportunity for students to continue to master aspects of the Year 11 outcomes and develop their mathematical knowledge and understanding through applications and modelling. This supports students to see the significance of mathematics and have the opportunity to prepare for post-school employment or further training.

Mathematics Standard 2 provides a pathway for students to extend their mathematical thinking through examining more complex content, and through applications and modelling. The Mathematics Standard 2 course offers students the opportunity to prepare for a wide range of educational and employment aspirations.

Area of study	Yr11 Mathematics Standard Focus area	Yr12 Mathematics Standard 1 Focus area	Yr12 Mathematics Standard 2 Focus area
Algebra	Formulas and equations Linear relationships	Algebraic relationships	Algebraic relationships
Financial mathematics	Earning money Managing money	Investment Depreciation and loans	Investment and loans Annuities
Measurement	Applications of measurement Time and location	Right-angled triangles Ratios and rates	Trigonometry Ratios and rates
Networks	Networks, paths and trees		Network flow Critical path analysis
Statistics	Data analysis	Bivariate data analysis Relative frequency and probability	Bivariate data analysis Relative frequency and probability The normal distribution

### BHS Course Entry Recommendations:

- To enrol in Year 11 Mathematics Standard, students must achieve at least an average of Grade B in the Core Only exams or at least an average of Grade C in the Advanced exams that they completed in Year 9 and 10.
- Students may also choose to not enrol in Mathematics in Year 11 as it is not a mandatory course.
- Students who achieve below a Grade C in the Core Only exams are recommended to not enrol in Mathematics in Year 11.

<b>Subject: Modern History</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> History
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>▪ Part 1: Investigating Modern History <ul style="list-style-type: none"> <li>○ The nature of Modern History</li> <li>○ Case Studies (at least TWO)</li> </ul> </li> <li>▪ Part II: Historical Investigation</li> <li>▪ Part III: Shaping of the Modern World</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Part I: Core Study:</b> Power and Authority in the Modern World 1919–1946</li> <li>▪ <b>Part II:</b> ONE 'National Studies' topic (Russia)</li> <li>▪ <b>Part III:</b> ONE 'Peace and Conflict' topic (Conflict in Europe)</li> <li>▪ <b>Part IV:</b> ONE 'Change in the Modern World' topic (The Cultural Revolution to Tiananmen Square)</li> </ul>
<p><b>BHS Course Entry Requirements:</b> Students should achieve at least a passing grade in stage 5 History to do this course. This course requires competent skills in English and writing and involves analysing historical sources. This subject is not appropriate for students studying English Studies or equivalent.</p> <p>Students should expect 1-2 hours of homework and independent study a week.</p> <p><b>Particular Course Requirements</b></p> <p>No special requirements. A competent level of writing ability is recommended for this course.</p> <p><b>Exclusions:</b> Nil</p>	

<b>Subject: Music 1</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> CAPA
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<b>Course Description</b> Students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.	
<b>Main Topics Covered</b> Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres. In the Preliminary Course, topics are selected by the teacher whilst students are encouraged to select their own for the HSC course.  <b>HSC course</b> In addition to core studies in performance, composition, musicology and aural, students select any combination of <b>three</b> electives from Performance, Composition and Musicology. These electives must represent <b>each</b> of the three topics studied in the HSC course.	
<b>Exclusions:</b> Music 2  <b>BHS Course Entry Requirements:</b> This course is designed to meet the interest and needs of all students regardless of musical experience or background. In selecting this course, students are required to sing or play a musical instrument and will engage in the practical and written components of the course. Students are encouraged to undertake private tuition on their chosen instrument, through this is not essential.	



<b>Subject: Physics</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Science
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion and forces, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure waves, electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom, the Universe, relativity, and quantum physics.</p>	
<b>Preliminary</b>	<b>HSC</b>
<p><b>Working Scientifically Skills</b></p> <ul style="list-style-type: none"> <li>▪ <b>Module 1</b> – Kinematics</li> <li>▪ <b>Module 2</b> – Dynamics</li> <li>▪ <b>Module 3</b> - Waves and Thermodynamics</li> <li>▪ <b>Module 4</b> - Electricity and Magnetism</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Module 5</b> - Advanced Mechanics</li> <li>▪ <b>Module 6</b> - Electromagnetism</li> <li>▪ <b>Module 7</b> - The Nature of Light</li> <li>▪ <b>Module 8</b> - From the Universe to the Atom</li> </ul>
<p><b>BHS Course Entry Recommendations:</b> This course requires 5 hours of independent study a week besides Homework and assessment tasks. This course should be studied in conjunction with Advanced Mathematics and Extension 1 Mathematics. Other complementary courses include Chemistry, Engineering and Economics.</p> <p><b>Course Requirements</b></p> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>	

<b>Subject: Society and Culture</b>	
<b>Number of Units:</b> 2 Units	<b>Faculty:</b> Social Sciences
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>▪ The Social and Cultural World – the interactions between persons and groups within societies</li> <li>▪ Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings</li> <li>▪ Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them</li> </ul>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>▪ Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study</li> <li>▪ The Personal Interest Project (PIP) – an individual research project</li> </ul> <p><b>Depth Studies</b></p> <p><b>Two to be chosen from:</b></p> <ul style="list-style-type: none"> <li>▪ Popular Culture – the interconnection between popular culture, society and the individual</li> <li>▪ Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity.</li> <li>▪ Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures</li> <li>▪ Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples’ attitudes and behaviours.</li> </ul>
<p><b>BHS Course Entry Requirements:</b> This course requires 5 hours a week of independent study outside of Homework and assessment tasks. Students are required to regularly read news and current affairs sources to familiarise themselves with contemporary social issues.</p> <p><b>Particular Course Requirements</b>  Completion of Personal Interest Project (<b>which makes up 40% of HSC assessment</b> and involves both primary and secondary research).</p> <p><b>Exclusions:</b> Nil</p>	

<b>Subject: Software Engineering</b>	
<b>Number of Units: 2</b>	<b>Faculty: Industrial Arts</b>
<b>Board Developed Course</b>	<b>Practical Component: Yes</b>
<b>HSC exam: Yes</b>	
<p><b>Course Description</b></p> <p>In the Software Engineering Year 11 course, students will delve into essential programming fundamentals, gaining a solid understanding of programming concepts and techniques. Students will also explore the object-oriented paradigm, a powerful approach to software development. Additionally, students will engage in programming mechatronics, exploring the integration of software and hardware systems.</p> <p>In the Software Engineering Year 12 course, students will delve into more advanced topics. Students will explore secure software architecture, focusing on developing robust and protected software solutions. Students will also learn about programming for the web, mastering the development of dynamic and interactive web applications. Software automation will be a key focus, enabling students to streamline and optimize software development processes. Furthermore, students will undertake a comprehensive Software Engineering project, where they can apply their skills and knowledge to tackle real-world challenges.</p> <p>The course aims to equip students with a solid foundation in software engineering, preparing them for further studies or careers in this dynamic field. By exploring diverse topics, engaging in project work, and developing essential programming skills, students will gain the necessary tools to thrive in the ever-evolving world of software engineering.</p>	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>▪ Program Fundamentals <ul style="list-style-type: none"> <li>○ 40 indicative hours</li> </ul> </li> <li>▪ The Object-Oriented Paradigms <ul style="list-style-type: none"> <li>○ 40 indicative hours</li> </ul> </li> <li>▪ Programming Mechatronics <ul style="list-style-type: none"> <li>○ 40 indicative hours</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Security Software Architecture <ul style="list-style-type: none"> <li>○ 30 indicative hours</li> </ul> </li> <li>▪ Programming for the Web <ul style="list-style-type: none"> <li>○ 30 indicative hours</li> </ul> </li> <li>▪ Software Automation <ul style="list-style-type: none"> <li>○ 30 indicative hours</li> </ul> </li> <li>▪ Software Engineering Project <ul style="list-style-type: none"> <li>○ 30 indicative hours</li> </ul> </li> </ul>
<p><b>Particular Course Requirements</b></p> <p>There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course.</p> <p><b>Exclusions:</b>  Computing Technology Life Skills (Year 11, 2 units)  Computing Technology Life Skills (Year 12, 2 units)</p>	


<b>Subject: Studies of Religion</b>	
<b>Number of Units:</b> 2 unit	<b>Faculty:</b> Social Sciences
<b>Board Developed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.	
<b>Preliminary</b>	<b>HSC</b>
<ul style="list-style-type: none"> <li>Nature of Religion and Beliefs</li> </ul> <p>The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.</p> <ul style="list-style-type: none"> <li>Three Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism</li> <li>Origins</li> <li>Principal beliefs</li> <li>Sacred texts and writings</li> <li>Core ethical teachings</li> <li>Personal devotion/expression of faith/observance.</li> <li>Religions of Ancient Origin</li> </ul> <p>The response to the human search for ultimate meaning in two religions of ancient origin from:</p> <ul style="list-style-type: none"> <li>Aztec or Inca or Mayan</li> <li>Celtic</li> <li>Nordic</li> <li>Shinto</li> <li>Taoism</li> <li>an Indigenous religion from outside Australia</li> <li>Religion in Australia pre-1945</li> </ul> <p>The arrival, establishment and development of religious traditions in Australia prior to 1945.</p>	<ul style="list-style-type: none"> <li>Religion and Belief Systems in Australia post-1945</li> </ul> <p>Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</p> <ul style="list-style-type: none"> <li>Three Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism</li> <li>Significant people and ideas</li> <li>Ethical teachings about bioethics or environmental ethics or sexual ethics</li> <li>Significant practices in the life of adherents.</li> <li>Religion and Peace</li> </ul> <p>The distinctive response of religious traditions to the issue of peace.</p> <ul style="list-style-type: none"> <li>Religion and non-religion</li> </ul> <p>The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.</p>
<b>BHS Course Entry Recommendations:</b> This course requires 5 hours of independent study a week outside of homework and assessment tasks. Students must regularly read news sources to familiarise themselves with contemporary issues.  <b>Exclusions:</b> Studies of Religion I	

Subject: Textiles and Design	
Number of Units: 2 units	Faculty: Home Economics
Board Developed Course	Practical Component: Yes
HSC exam: Yes	
<p><b>Course Description</b></p> <p>The Stage 6 Textiles and Design course offers students the opportunity to explore and develop their understanding of textiles through a creative and practical approach. This course integrates theory and hands-on skills, allowing students to engage with various textile techniques, processes, and technologies.</p> <p>Throughout the course, students will investigate the properties and uses of different textiles and materials, develop skills in design thinking, pattern making, and garment construction, explore the historical, cultural, and social contexts of textiles and fashion, engage in projects that encourage innovation and sustainability in textile design and create a Major Textiles Project (MTP) that reflects personal interests and design skills.</p> <p>Students will have the opportunity to work with a range of tools and technologies to enhance their ability to produce high-quality textile products. This course not only prepares students for further studies in design, fashion, or related fields but also equips them with valuable life skills in creativity, problem-solving, and critical thinking.</p>	
Preliminary	HSC
<ul style="list-style-type: none"> <li>Design – Techniques Portfolio and Bag (30%)</li> <li>Properties and Performance – Swimwear Task (40%)</li> <li>Yearly Examination (30%)</li> </ul>	<ul style="list-style-type: none"> <li>Designing and Planning of MTP (25%)</li> <li>Cultural Study (20%)</li> <li>MTP Developmental Report (25%)</li> <li>Trial HSC (30%)</li> </ul>
<p><b>BHS Course Entry Recommendations:</b> This course requires the completion of an ongoing Major Textiles Project (MTP). This course requires three to four hours of independent study a week outside of completing assessment tasks. It is recommended (but not a prerequisite) for students to have studied Textiles Technology in Stage 5. Students must pay their course fee, participate in all theory and practical activities, and organise themselves with appropriate equipment for all lessons.</p> <p><b>Particular Course Requirements</b></p> <p>In the Preliminary Textiles and Design course, students will explore three core units: Design, Properties and Performance, and The Australian Textiles, Clothing, Footwear and Allied Industries. The Design unit focuses on the principles and elements of design in Textiles. The Properties and Performance unit provides an understanding of the characteristics and functionality of different textile materials, as well as how these properties influence design decisions. The Australian Textiles, Clothing, Footwear and Allied Industries unit examines the textile industry context, including historical and contemporary practices, sustainability, and the economic impact of textiles. A strong emphasis will be placed on developing a design portfolio where students document their creative processes, research, and reflections on their work.</p> <p>The HSC Textiles and Design course builds on the knowledge and skills acquired in the Preliminary course. In the HSC course, students will undertake a Major Textiles Project that requires in-depth research, experimentation with advanced textile techniques, and the application of creative problem-solving strategies. The Properties and Performance unit will focus on the advanced understanding of textile characteristics and how they affect the design and production process. The unit on "The Australian Textiles, Clothing, Footwear and Allied Industries" will delve deeper into the industry's current practices and challenges, emphasising innovation and sustainability. Students must demonstrate independent work and self-directed research, maintaining a comprehensive design portfolio that includes documentation of their design process, reflections, and evaluations of their projects. Access to a well-equipped workspace is essential, as students will need to complete complex projects that showcase their technical and creative skills.</p>	

Subject: Vietnamese Continuers	
Number of Units: 2 units	Faculty: LOTE
Board Developed Course	Practical Component: No
HSC exam: Yes	
<b>Course Description</b> <p>The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Vietnamese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Vietnamese-speaking communities through the study of a range of texts.</p>	
Prescribed Themes	Mandatory Topics
<ul style="list-style-type: none"> <li>▪ The individual</li> <li>▪ The Vietnamese-speaking communities</li> <li>▪ The changing world</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal identity</li> <li>▪ Future aspirations</li> <li>▪ Migration</li> <li>▪ Traditional values</li> <li>▪ Folk/contemporary literature</li> <li>▪ Youth issues</li> <li>▪ World of work</li> <li>▪ Environment</li> <li>▪ Science and technology</li> </ul>
<p><b>BHS Course Entry Recommendations:</b> Entry to the course requires consultation with the classroom teacher. This course requires at least 30mins of independent study a day to work on vocabulary and language skills.</p> <p><b>Prerequisites:</b> 200-400 hours study of the language or equivalent knowledge is assumed.</p> <p><b>Exclusions:</b> Nil</p>	

<b>Subject: Visual Arts</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> CAPA
<b>Board Developed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> Yes	
<b>Course Description</b> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>	
<b>Preliminary</b>	<b>HSC</b>
<b>Preliminary Course</b> learning opportunities focus on: <ul style="list-style-type: none"> <li>▪ The nature of practice in art making, art criticism and art history through different investigations</li> <li>▪ The role and function of artists, artworks, the world and audiences in the art world</li> <li>▪ The different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>▪ How students may develop meaning and focus and interest in their work</li> <li>▪ Building understandings over time through various investigations and working in different forms.</li> </ul>	<b>HSC Course</b> learning opportunities focus on: <ul style="list-style-type: none"> <li>▪ How students may develop their practice in art making, art criticism, and art history</li> <li>▪ How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>▪ How students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations</li> <li>▪ How students may further develop meaning and focus in their work.</li> </ul>
<b>Particular Course Requirements</b> <b>Preliminary Course:</b> <ul style="list-style-type: none"> <li>▪ Artworks in at least two expressive forms and use of a process diary</li> <li>▪ A broad investigation of ideas in art making, art criticism and art history.</li> </ul> <b>HSC Course:</b> <ul style="list-style-type: none"> <li>▪ Development of a body of work and use of a process diary</li> <li>▪ A minimum of five Case Studies (4–10 hours each)</li> <li>▪ Deeper and more complex investigations in art making, art criticism and art history</li> </ul> <p><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p> <p><b>BHS Course Entry Requirements:</b> Students will spend a minimum of 40% time devoted to art criticism and art history with consideration of the frames and conceptual framework.</p>	

# Board Developed VET Courses

 <p><b>2026 Business Services Course Descriptor</b>  <b>BSB30120 Certificate III in Business</b></p> <p><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></p>	
<b>Course: Business Services</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	<b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business <a href="https://training.gov.au/training/details/bsb30120">https://training.gov.au/training/details/bsb30120</a>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 13 units of competency. To meet NESA course hours the program includes 14 units. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> <p><b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b></p>	
<b>Transferrable industry skills gained in this course</b>	
<ul style="list-style-type: none"> <li>working within the business services industry involves</li> <li>customer (client) service</li> <li>using technology to organise information</li> <li>creativity</li> <li>critical thinking</li> <li>problem solving</li> </ul>	
<b>Examples of occupations in the business services industry</b>	
<ul style="list-style-type: none"> <li>medical administration</li> <li>clerical worker</li> <li>office administration</li> <li>receptionist</li> <li>information desk operator</li> <li>records and information administration</li> </ul>	
<b>VET requirements</b>	
<b>Competency-Based Assessment</b> 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.	
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines	
<b>HSC requirements</b>	
<b>Mandatory course requirements</b> 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.	
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.	
<b>Consumable costs: Preliminary - \$20HSC -\$20</b>	<b>Refunds</b> 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: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>	
<b>Exclusions:</b> Students can only undertake the Business Services (120 indicative hours) course or the Business Services (240 indicative hours) course.  General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	





## 2026 Construction Course Descriptor

### CPC20220 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction

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

#### Course: Construction

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

#### HSC credit – 4 units

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

Board Developed Course (240 hour)

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

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

#### Transferrable industry skills gained in this course

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

#### Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

#### VET requirements

##### Competency-Based Assessment

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

##### Appeals and Complaints

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

#### HSC requirements

##### Mandatory course requirements

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

##### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is optional, 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** - \$105(includes White Card) **HSC** - \$90

##### Refunds

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

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

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



## 2026 Cookery Course Descriptor

### SIT20421 Certificate II in Cookery

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

**Course: [Hospitality \(Cookery\)](#)**

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 SIT20421 Certificate II in Cookery <https://training.gov.au/training/details/SIT20421>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

**Transferrable industry skills gained in this course**

- teamwork
- attention to detail
- organisational skills
- adaptability
- communication
- problem solving

**Examples of occupations in the hospitality industry**

- assistant cook
- short order cook
- food preparation cook
- chef
- breakfast cook
- sandwich hand

**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 -\$80 +(\$75 uniform) HSC -\$85****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-kitchen-operations>

**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>



## 2025 Hospitality Course Descriptor

### SIT20322 Certificate II in Hospitality

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

**Course: Hospitality (Food and Beverage)**

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

**HSC credit – 4 units**

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

Board Developed Course (240 hour)

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

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

**Transferrable industry skills gained in this course**

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

**Examples of occupations in the hospitality industry**

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

**VET requirements****Competency-Based Assessment**

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

**Appeals and Complaints**

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

**HSC requirements****Mandatory course requirements**

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

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate examination for 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 - \$80 + (\$75 uniform) HSC - \$85****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>

\* 2025 Course Descriptor Hospitality - SIT20322 Certificate II in Hospitality Version {\_UIVersionString}

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support



## 2026 Retail Services Course Descriptor

### SIR30216 Certificate III in Retail

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

#### Course: Retail Services

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

#### HSC credit – 4 units

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

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail <https://training.gov.au/Training/Details/SIR30216>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

#### Transferrable industry skills gained in this course

- maintain store operations
- using technology to organise information
- meeting organisational expectations
- customer service skills
- teamwork
- problem solving

#### Examples of occupations in the retail services industry

- frontline sales assistant
- customer service representative
- shop assistant
- retail supervisor
- team leader
- senior sales assistant administration

#### VET requirements

##### Competency-Based Assessment

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

##### Appeals and Complaints

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

#### HSC requirements

##### Mandatory course requirements

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

##### External Assessment (optional HSC examination for ATAR purposes)

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

#### Consumable costs: Preliminary -\$30

HSC -\$30

#### Refunds

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

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

**Exclusions:** In this framework students can only undertake the Retail Services (120 indicative hours) course or the Retail Services (240 indicative hours) course.

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

## 2026 Information and Digital Technology Course Descriptor

### ICT30120 Certificate III in Information Technology

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

**Course: Information and Digital Technology**  
Industry Curriculum Framework (ICF)  
Australian Tertiary Admission Rank (ATAR) eligible course

**HSC credit – 4 units**  
(2 units x 2 years or 4 units x 1 year)  
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information Technology <https://training.gov.au/training/details/ICT30120>. You will be expected to complete all the requirements for the Registered Training Organisation and NESA. To gain the full qualification you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved. **Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.**

#### Transferrable industry skills gained in this course

- using technology to organise information
- creativity
- programming techniques
- critical thinking
- problem solving
- teamwork

#### Examples of occupations in the information and digital technology industry

- Analyst programmer
- IT Manager
- Motion Graphics Designer
- Web Developer
- Network professional
- Systems Analyst

#### VET requirements

##### Competency-Based Assessment

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

##### Appeals and Complaints

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

#### HSC requirement

##### Mandatory course requirements

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

##### External Assessment (optional HSC examination for ATAR purposes)

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

**Consumable costs: Preliminary - \$20**

**HSC - \$20**

##### Refunds

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

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

**Exclusions:** In this Framework, students can only undertake the Information and Digital Technology (120 indicative hours) course or the Information and Digital Technology (240 indicative hours) course.

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

## Board Endorsed Courses – 2 Unit

<b>Subject: Exploring Childhood Education</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> PDHPE
<b>Board Endorsed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> No	
<p><b>Course Description</b></p> <p>Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.</p> <p>This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p> <p><b>Main Topics Covered</b></p> <p>The study of this course will enable students to:</p> <ul style="list-style-type: none"> <li>▪ develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years</li> <li>▪ recognise the uniqueness of all children, including those who have special needs</li> <li>▪ become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play</li> <li>▪ identify the range of services developed and provided for young children and their families</li> <li>▪ consider the role of family and community in the growth, development and learning of young children</li> <li>▪ reflect upon potential implications for themselves as adults, in relation to young children</li> <li>▪ understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families</li> <li>▪ become aware of the work opportunities available in the area of children's services.</li> </ul>	
<b>Exclusions:</b> Nil	

<b>Subject: Photography, Video and Digital Imaging</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> CAPA
<b>Board Endorsed</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> No	
<p><b>Course Description</b></p> <p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>	
<p><b>Main Topics Covered</b></p> <p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> <li>▪ Wet Photography</li> <li>▪ Video</li> <li>▪ Digital Imaging.</li> </ul> <p>Modules include:</p> <ul style="list-style-type: none"> <li>▪ Introduction to the Field</li> <li>▪ Developing a Point of View</li> <li>▪ Traditions, Conventions, Styles and Genres</li> <li>▪ Manipulated Forms</li> <li>▪ The Arranged Image</li> <li>▪ Temporal Accounts.</li> </ul> <p>An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p>	
<p><b>Particular Course Requirements</b></p> <p>Students are required to keep a diary throughout the course.</p> <p><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	

<b>Subject: Sport, Lifestyle and Recreation Studies</b>	
<b>Number of Units:</b> 2 Units	<b>Faculty:</b> PDHPE
<b>Board Endorsed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> No	
<p><b>Course Description</b></p> <p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> <li>▪ knowledge and understanding of the factors that influence health and participation in physical activity</li> <li>▪ knowledge and understanding of the principles that impact on quality of performance</li> <li>▪ an ability to analyse and implement strategies to promote health, activity and enhanced performance</li> <li>▪ a capacity to influence the participation and performance of self and others.</li> </ul> <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> <li>▪ Aquatics</li> <li>▪ Athletics</li> <li>▪ First Aid</li> <li>▪ Fitness</li> <li>▪ Specific Sports</li> <li>▪ Gymnastics</li> <li>▪ Outdoor Recreation</li> <li>▪ Sports Administration</li> <li>▪ Coaching</li> <li>▪ Social Perspectives of Sport</li> <li>▪ Healthy Lifestyle.</li> </ul>	
<p><b>Exclusions:</b> Students studying Board Developed PDHPE must not study <b>Board Endorsed</b> modules which duplicate PDHPE modules.</p>	



Subject: Visual Design	Faculty: CAPA
<b>Course Description</b> <ul style="list-style-type: none"> <li>▪ A practical and creative course focused on the design of objects, environments, images, and experiences.</li> <li>▪ Students engage in a range of design disciplines such as graphic, fashion, interior, product, and digital design.</li> <li>▪ Emphasises industry-based practices, client briefs, design thinking, and visual communication.</li> <li>▪ Encourages development of portfolios, technical skills, and critical understanding of design in everyday life</li> </ul>	
<b>Why study this course?</b>	
<p>By studying this course in Stage 5, students will:</p> <ul style="list-style-type: none"> <li>▪ Develop creative and professional design skills</li> <li>▪ Be encouraged to innovate, develop critical thinking and improve on problem-solving</li> <li>▪ Build their confidence in digital and manual design processes</li> <li>▪ Be prepared for further study in design, architecture, fashion, gaming, and media</li> <li>▪ Build a design portfolio that supports TAFE or university applications</li> </ul>	
<b>Main Themes/Topics covered</b>	
<ul style="list-style-type: none"> <li>▪ <b>Design Practice</b> – Exploring the role and process of designers</li> <li>▪ <b>Design Disciplines</b> – Projects in areas like: <ul style="list-style-type: none"> <li>▪ Graphic design</li> <li>▪ Fashion design</li> <li>▪ Product and packaging design</li> <li>▪ Interior and environmental design</li> <li>▪ Illustration and digital media</li> </ul> </li> <li>▪ <b>Client-Based Projects</b> – Responding to real-world or simulated briefs</li> <li>▪ <b>Design Process</b> – Research, ideation, development, resolution, presentation</li> <li>▪ <b>Design in Context</b> – Historical, cultural and social influences on design</li> <li>▪ <b>Critical Reflection</b> – Evaluating design work using frames and conceptual frameworks</li> </ul>	
<b>Requirements</b>	
<ul style="list-style-type: none"> <li>▪ Prior experience in Visual Arts or Stage 5 Visual Design</li> <li>▪ Experience with graphic design software (The Adobe Creative Suite/PhotoPea)</li> <li>▪ Students must complete major design projects with supporting process documentation</li> <li>▪ Requires ongoing use of a visual design diary/portfolio to record ideas and development</li> <li>▪ Engagement with both practical and theoretical aspects of design</li> <li>▪ Students are expected to manage time, meet deadlines, and present work to an audience.</li> <li>▪ \$30 Stage 5</li> <li>▪ \$40 Stage 6</li> </ul>	
<b>This subject relates to the following courses offered in Years 11 and 12</b>	

<b>Subject: Work Studies</b>	
<b>Number of Units:</b> 2 units	<b>Faculty:</b> Social Sciences
<b>Content Endorsed Course</b>	<b>Practical Component:</b> No
<b>HSC exam:</b> No	
<p><b>Course Description</b></p> <p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.</p> <p>The <i>Work Studies</i> syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the <i>Work Studies</i> syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practice these skills in appropriate work contexts.</p> <p>The Work Studies course will assist students to:</p> <ul style="list-style-type: none"> <li>▪ Recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities.</li> <li>▪ Develop an understanding of the changing nature of work and the implications for individuals and society.</li> <li>▪ Undertake work placement to allow for the development of specific job-related skills.</li> <li>▪ Acquire general work-related knowledge, skills and attitudes, transferable across different occupations.</li> <li>▪ Develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.</li> </ul>	
<b>Structure of the course</b>	
<p>The Work Studies syllabus is available for study as a 2-unit 240-hour course.</p> <p>Core - My Working Life</p> <p>Modules - There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.</p>	
<p><b>BHS Course Entry Requirements:</b> For students pursuing work and further pattern of study. Students must complete <b>Work Experience</b> each year (one week).</p> <p><b>Exclusions:</b> Nil</p>	

## Board Endorsed Courses – 1 Unit

<b>Subject: Photography, Video and Digital Imaging</b>	
<b>Number of Units:</b> 1 unit (Prelim and HSC)	<b>Faculty:</b> CAPA
<b>Board Endorsed Course</b>	<b>Practical Component:</b> Yes
<b>HSC exam:</b> No	
<p><b>Course Description</b></p> <p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>	
<p><b>Main Topics Covered</b></p> <p>Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> <li>▪ Wet Photography</li> <li>▪ Video</li> <li>▪ Digital Imaging.</li> </ul> <p>Modules include:</p>	<ul style="list-style-type: none"> <li>▪ Introduction to the Field</li> <li>▪ Developing a Point of View</li> <li>▪ Traditions, Conventions, Styles and Genres</li> <li>▪ Manipulated Forms</li> <li>▪ The Arranged Image</li> <li>▪ Temporal Accounts.</li> </ul>
<p><b>An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</b></p> <p><b>Particular Course Requirements</b></p> <p>Students are required to keep a diary throughout the course.</p> <p><b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	

<b>Subject: Sports, Lifestyle and recreation Studies</b>	
<b>Number of Units: 1 unit (Prelim and HSC)</b>	<b>Faculty: PDHPE</b>
<b>Board Endorsed Course</b>	<b>Practical Component: Yes</b>
<b>HSC exam: No</b>	
<p><b>Course Description</b></p> <p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> <li>▪ knowledge and understanding of the factors that influence health and participation in physical activity</li> <li>▪ knowledge and understanding of the principles that impact on quality of performance</li> <li>▪ an ability to analyse and implement strategies to promote health, activity and enhanced performance</li> <li>▪ a capacity to influence the participation and performance of self and others.</li> </ul> <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> <li>▪ Aquatics</li> <li>▪ Athletics</li> <li>▪ First Aid</li> <li>▪ Fitness</li> <li>▪ Specific Sports</li> <li>▪ Gymnastics</li> <li>▪ Outdoor Recreation</li> <li>▪ Sports Administration</li> <li>▪ Coaching</li> <li>▪ Social Perspectives of Sport</li> <li>▪ Healthy Lifestyle.</li> </ul>	
<p><b>Exclusions:</b> Students studying Board Developed PDHPE must not study Board Endorsed modules which duplicate PDHPE modules.</p>	

## Board Developed - Extension Courses – 1 Unit

Subject: English Extension – Preliminary & HSC Extension 1	
Number of Units: 1 unit	Faculty: English
Extension Course	Practical Component: No
HSC exam: Yes	
<p><b>Course Description</b></p> <p>The English Extension 1 course provides students who undertake Advanced English 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.</p> <p>Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.</p> <p>The course is designed for students with an interest in literature and a desire to pursue specialised study of English.</p>	
<p><b>Year 11 English Extension</b> course students are required to:</p> <ul style="list-style-type: none"> <li>▪ Complete 60 indicative hours</li> <li>▪ undertake the common module</li> <li>▪ undertake the related independent research project</li> </ul> <p>For the <b>Year 12 English Extension 1</b> course students are required to:</p> <p>complete the Year 11 English Extension course as a prerequisite</p> <ul style="list-style-type: none"> <li>▪ Complete 60 indicative hours</li> <li>▪ Undertake ONE elective option from the common module.</li> </ul>	

<b>Subject: HSC English Extension 2</b>	
<b>Number of Units:</b> 1 unit	<b>Faculty:</b> English
<b>Extension Course</b>	<b>Practical Component:</b> Dependant on course study
<b>HSC exam:</b> No	
<p><b>Course Description</b></p> <p>The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.</p> <p>Through the experimentation with and exploration of form, style and media students express complex concepts and values in innovative, insightful and powerful ways. The creative process involves the exploration and expression of complex human experiences, connects individuals to wider visions and perspectives, and enhances a student's enjoyment of literature and the aesthetics of language.</p> <p>This course provides students with the opportunity to apply and extend research skills developed in the English Extension Year 11 course to their own extensive investigation and develop autonomy and skills as a learner and composer. English Extension 2 develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.</p> <p>The course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English.</p>	
<p><b>Course Requirements</b></p> <p><b>Year 12 English Extension 2</b> course students are required to:</p> <ul style="list-style-type: none"> <li>▪ be undertaking study of the Year 12 English Extension 1 course</li> <li>▪ complete 60 indicative hours</li> <li>▪ complete a Major Work and Reflection Statement</li> <li>▪ document coursework in a Major Work Journal</li> <li>▪ The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition</li> <li>▪ From 2027 there will be an online HSC exam for English Extension 2</li> </ul>	

<b>Subject: HSC History Extension</b>	
<b>Number of Units:</b> 1 unit	<b>Faculty:</b> History
<b>Board Developed Course:</b> Yes	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.</p>	
<p><b>Main Topics Covered</b></p> <p><b>Part I: Constructing History</b></p> <p>Key Questions Case Studies</p> <p><b>Part II: History Project</b></p> <p>This is a course about how history is created, studied and constructed. There is a focus on different schools of thought about the past, the way different historians have worked and the lens through which history is studied. It is <b>not</b> about specific time periods or topics as structured in Modern or Ancient History.</p>	
<p><b>BHS Course Entry Recommendations:</b></p> <p>Students must achieve a mark of 85% or above in either Ancient History or Modern History and successfully complete an application process with the Head Teacher of History and the principal to undertake this course. Students must be able to engage in independent study and research.</p> <p><b>Prerequisites:</b></p> <p>Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.</p> <p><b>Particular Course Requirements:</b></p> <p>Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.</p> <p>It is <b>recommended</b> that students are studying English Advanced to cope with the writing demands of this course.</p> <p>The History Project must adhere to the principles and practices of good scholarship, as identified in the <i>HSC: All My Own Work</i> program.</p> <p><b>Exclusions:</b> Nil</p>	

<b>Subject: Mathematics Extension 1</b>	
<b>Number of Units:</b> 1 unit	<b>Faculty:</b> Mathematics
<b>Board Developed Course:</b> Yes	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	

### Course Description

Extension 1 forms a continuum to provide students with opportunities to acquire knowledge, understanding and skills in mathematical concepts at progressively higher levels and with applications in an increasing number of contexts. Mathematics Extension 1 provide students with opportunities to learn about the interconnected nature of mathematics, its beauty and its functionality. The concepts and techniques of differential and integral calculus are the basis of the courses.

Mathematics Extension 1 enables students to develop a thorough knowledge and understanding of and competence in further aspects of mathematics as an extension of the Mathematics Advanced course. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

Mathematics Extension 1 supports students in tertiary study in mathematics and related fields.

### Year 11 Mathematics Extension 1

### Year 12 Mathematics Extension 1

Area of study	Focus area	Area of study	Focus area
Functions	Further work with functions Polynomials	Proof	Proof by mathematical induction
Trigonometric functions	Further trigonometry	Vectors	Introduction to vectors
Combinatorics	Permutations and combinations The binomial theorem	Trigonometric functions	Inverse trigonometric functions
		Calculus	Further calculus skills Further applications of calculus
		Statistical analysis	The binomial distribution and sampling distribution of the mean

**BHS Course Entry Requirements:** To enrol in Year 11 Mathematics Extension 1, students must achieve at least an average of Grade A in the Advanced exams that they completed in Year 9 and 10.

### Course Requirements:

- The Mathematics Advanced Year 11 course should be taught prior to or concurrently with this course.
- The Mathematics Advanced Year 12 course should be taught prior to or concurrently with this course.

**Students who select Accelerated Mathematics may be able to repeat HSC Mathematics, subject to the available evidence of their effort and performance throughout the course. This will be done case by case.**

**See Mr Munari, Relieving Head Teacher Mathematics for conditions to repeating HSC Mathematics.**

**STUDENTS CHOOSING THIS COURSE WILL NEED HEAD TEACHER APPROVAL**



Subject: Mathematics Extension 2 (Year 12 only)													
Number of Units: 2 units	Faculty: Mathematics												
Board Developed Course: Yes	Practical Component: No												
HSC exam: Yes													
<p><b>Course Description</b></p> <p>Extension 2 forms a continuum to provide students with opportunities to acquire knowledge, understanding and skills in mathematical concepts at progressively higher levels and with applications in an increasing number of contexts. Extension 2 provide students with opportunities to learn about the interconnected nature of mathematics, its beauty and its functionality. The concepts and techniques of differential and integral calculus are the basis of the courses.</p> <p>Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulation skills and a deep understanding of the fundamental ideas of algebra and calculus. Students strengthen their appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through the exploration of new areas of mathematics not seen in Mathematics Advanced and Mathematics Extension 1.</p> <p>Mathematics Extension 2 provides a basis for a wide range of applications of mathematics as well as a strong foundation for further study of the subject at tertiary level.</p>													
<p style="text-align: center;"><b>Year 12 Mathematics Extension 2</b></p> <table border="1"> <thead> <tr> <th>Area of study</th><th>Focus area</th></tr> </thead> <tbody> <tr> <td>Proof</td><td>The nature of proof</td></tr> <tr> <td>Vectors</td><td>Further work with vectors</td></tr> <tr> <td>Complex numbers</td><td>Introduction to complex numbers</td></tr> <tr> <td>Calculus</td><td>Further integration</td></tr> <tr> <td>Mechanics</td><td>Applications of calculus to mechanics</td></tr> </tbody> </table> <p><b>BHS Course Entry Requirements:</b> Entry to the course requires consultation with your classroom teacher and the Head Teacher of Mathematics.</p> <p><b>Course Requirements:</b></p> <ul style="list-style-type: none"> <li>The Mathematics Extension 1 Year 12 course should be taught prior to or concurrently with this course.</li> </ul>		Area of study	Focus area	Proof	The nature of proof	Vectors	Further work with vectors	Complex numbers	Introduction to complex numbers	Calculus	Further integration	Mechanics	Applications of calculus to mechanics
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<b>Subject: HSC Chinese Extension</b>	
<b>Number of Units:</b> 1 unit	<b>Faculty:</b> LOTE
<b>Board Developed Course:</b> Yes	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<p><b>Course Description</b></p> <p>The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Chinese language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate Chinese as a medium for communication and creative thought and expression.</p>	
<p><b>Theme</b></p> <ul style="list-style-type: none"> <li>▪ The individual and contemporary society</li> </ul> <p><b>Prescribed Issues</b></p> <ul style="list-style-type: none"> <li>▪ Divisions in society</li> <li>▪ The individual's search for identity</li> <li>▪ Urban versus rural life.</li> </ul> <p>Students' knowledge and understanding of the issues are developed through tasks such as:</p> <ul style="list-style-type: none"> <li>▪ Discussing issues in prescribed and related texts</li> <li>▪ Presenting points of view on issues</li> <li>▪ Analysing aural and written texts</li> </ul>	
<p><b>Prerequisites:</b> The Chinese Continuers Preliminary course</p> <p><b>Co-requisites:</b> The Chinese Continuers HSC course</p> <p><b>Exclusions:</b> Nil</p> <p><b>BHS Course Entry Requirements:</b> Entry to the course requires consultation with the classroom teacher and Head Teacher of LOTE. This course requires at least 30mins of independent study a day to work on vocabulary and language skills.</p> <p><b>Particular Course Requirements:</b> Nil</p>	

<b>Subject: Studies of Religion</b>	
<b>Number of Units:</b> 1 unit (Prelim and HSC)	<b>Faculty:</b> Social Sciences
<b>Board Developed Course:</b> Yes	<b>Practical Component:</b> No
<b>HSC exam:</b> Yes	
<b>Course Description</b> Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.	
Preliminary	HSC
<ul style="list-style-type: none"> <li>▪ Nature of Religion and Beliefs               <ul style="list-style-type: none"> <li>○ The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.</li> </ul> </li> <li>▪ Two Religious Traditions Studies from:               <ul style="list-style-type: none"> <li>○ Buddhism, Christianity, Hinduism, Islam, Judaism                   <ul style="list-style-type: none"> <li>▪ Origins</li> <li>▪ Principal beliefs</li> <li>▪ Sacred texts and writings</li> <li>▪ Core ethical teachings.</li> <li>▪ Personal devotion/expression of faith/observance.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Religion and Belief Systems in Australia post-1945</li> <li>▪ Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</li> <li>▪</li> <li>▪ Two Religious Tradition Depth Studies from:               <ul style="list-style-type: none"> <li>○ Buddhism, Christianity, Hinduism, Islam, Judaism                   <ul style="list-style-type: none"> <li>▪ Significant people and ideas</li> <li>▪ Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics</li> <li>▪ Significant practices in the life of adherents.</li> </ul> </li> </ul> </li> </ul>
<b>BHS Course Entry Recommendations:</b> This course requires 5 hours of independent study a week outside of homework and assessment tasks. Students must regularly read news sources to familiarise themselves with contemporary issues.  <b>Exclusions:</b> Studies of Religion II	

## A GLOSSARY OF KEY WORDS FOR HSC STUDENTS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

**Account** - Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse** - Identify components and the relationship between them; draw out and relate implications

**Apply** - Use, utilise, employ in a particular situation

**Appreciate** - Make a judgement about the value of

**Assess** - Make a judgment of value, quality, outcomes, results or size

**Calculate** - Ascertain/determine from given facts, figures or information

**Clarify** - Make clear or plain

**Classify** - Arrange or include in classes/categories

**Compare** - Show how things are similar or different

**Construct** - Make; build; put together items or arguments

**Contrast** - Show how things are different or opposite

**Critically** - Add a degree or level of accuracy depth, knowledge and understanding, (analyse/ logic, questioning, reflection and quality to (analysis/evaluation) evaluate)

**Deduce** - Draw conclusions

**Define** - State meaning and identify essential qualities

**Demonstrate** - Show by example

**Describe** - Provide characteristics and features

**Discuss** - Identify issues and provide points for and/or against

**Distinguish** - Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate** - Make a judgement based on criteria; determine the value of

**Examine** - Inquire into

**Explain** - Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract** - Choose relevant and/or appropriate details

**Extrapolate** - Infer from what is known

**Identify** - Recognise and name

**Interpret** - Draw meaning from

**Investigate** -- Plan, inquire into and draw conclusions about

**Justify** - Support an argument or conclusion

**Outline** - Sketch in general terms; indicate the main features of

**Predict** - Suggest what may happen based on available information

**Propose** - Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall** - Present remembered ideas, facts or experiences

**Recommend** - Provide reasons in favour

**Recount** - Retell a series of events

**Summarise** - Express, concisely, the relevant details

**Synthesise** - Putting together various elements to make a whole