



Cronulla High School

CURRICULUM GUIDE

Year 11 2026

Information for students and parents

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A SPECIAL MESSAGE FOR PARENTS AND STUDENTS

This booklet has been prepared to help students intending to continue their education at Cronulla High School into Year 11 in 2026 to make informed decisions. It is the first step in the process towards students making their subject choices for next year. Each student will be interviewed and given individual guidance early in term three. These decisions are very important and may affect their future success at school and beyond.

It is important that students prepare at school for an occupational future. It is also important that students receive the type of broad educational base from which a variety of occupational choices may stem. It is particularly important that students have the best possible preparation for taking part in a society that is subject to rapid change and increasing diversity, remembering that most jobs now not only require students to have successfully studied to Year 12 level but will involve post school learning.

Students should therefore choose subjects because they are interested in them, have the abilities to cope with them and finally, may help them gain entry into courses or into employment beyond school. Over 60% of students in each of our year 12 cohorts gain entry to their first choice university course as a consequence of their HSC performance at Cronulla High School. Others do not wish to go to university. Their subject choices may be broad and include Vocational Courses (VET Courses) and school based traineeships which may give a student a head start into a chosen career. Approximately 30% of our students who complete the HSC enrol in further study usually at a TAFE college. Many of these students then continue their study onto university after completing a TAFE course.

Due to legal, economic and social change more students are now staying on at school to find a place in the workplace. Despite these changes, students who have successfully completed Year 10 can, if they can *demonstrate* full time employment or appropriate ongoing education, leave school under parental authority. Students who opt to continue their studies to Years 11 and 12 with Cronulla High School do so out of a freewill choice. Choosing this path is a commitment to further study for the purpose of improving your career prospects and opportunities. Be prepared to commit to the extra work required to succeed in whatever courses you choose. Simply attending years 11 and 12 will do little for you. As such there is a much higher expectation placed upon students in terms of their commitment to their studies.

Choose carefully, commit to the work required and work with your teachers and parents as partners in your future.

Good luck!

Tony Ibrahim
Principal

THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate is the highest educational award that can be earned in NSW Schools. It is internationally recognised and provides a strong foundation for the future, whether a student will be entering tertiary studies, vocational training or employment. It offers students a full range of study areas matching individual abilities, interests and goals.

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure that encourages students to complete secondary education;
- foster the intellectual and social development of students, in particular their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
- provide a flexible structure within which students can prepare for further education and training
- provide rigorous, formal assessment and certification of students' achievements which is recognised and valued as the nation's premier school leaving credential.
- provide a context within which schools also have the opportunity to foster students' physical and moral development so as to enable their full participation as informed citizens.

If you wish to be awarded the HSC:

- You must have satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and assessment requirements.
- **You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course.** Both the Preliminary course and the HSC course must include:
 - At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English or English Studies.
 - At least three courses of 2 units value or greater
 - At least four subjects
- You must have satisfactorily completed tasks set by the school for assessment of each course
- You must have sat for and made a serious attempt at the Higher School Certificate examinations.
- You must have completed the *All My Own Work* program in Ethical Scholarship. Cronulla High School will arrange this.
- You must meet the HSC minimum standard in literacy and numeracy within 5 years of starting your HSC course.

WHAT TYPE 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 have been developed by NESA. The syllabus for each course contains:

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

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

BOARD ENDORSED COURSES

The main types of Board Endorsed Courses are known as Content Endorsed Courses. Content Endorsed Courses (CECs) 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 Content Endorsed Courses. These are referred to as TVET courses. There is no external examination for any Content Endorsed Course however they count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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

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

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

Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or simulated workplace hours at school as specified by NESA. Three of these are delivered at Cronulla High School as part of our curriculum offerings. These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

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

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 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 the competencies achieved for the VET course undertaken.

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.

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

School based apprenticeships and traineeships allow senior high school students to commence an apprenticeship or complete a traineeship while at school. School based apprentices work part-time and undertake the first stage of their apprenticeship training before the end of the HSC year. School based trainees work part-time and complete their traineeship by the end of their HSC year.

Both the on-the-job and off-the-job training undertaken by school based apprentices/trainees can contribute to their HSC. School based apprentices will commence full-time employment as a 2nd year apprentice from January after their HSC, providing that they have successfully completed both their on-the-job and off-the-job training program during their senior high school years.

WHAT ARE UNITS?

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

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units = 4 hours per week (120 hours per year) = 100 marks

1 unit = 2 hours per week (60 hours per year) = 50 marks

Extension Course

Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, Science and some Languages.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

AUSTRALIAN TERTIARY ADMISSION RANK

If you wish to receive an Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, *University Entry Requirements, Year 10 Booklet*, published by UAC (University Admissions Centre) and distributed by your Careers Adviser, will contain important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry. You can seek further information on the Australian Tertiary Admission Rank at the UAC website;
www.uac.edu.au

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.

Eligibility for an ATAR

A student must complete at least ten units of Board Developed Courses including at least two units of English. The Board Developed courses must include at least three courses of two units or greater, and at least four subjects.

Calculation of the ATAR

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:

- the best two units of English
- the best eight units from the remaining units.

COURSES OFFERED AT CRONULLA HIGH SCHOOL

These courses will only run in 2026 if there is sufficient demand from students to form classes. If a particular course cannot run because of insufficient demand, students who have indicated a preference for this course will need to make an alternative choice later in the year. Remember that students must complete an English course and in the Preliminary Course (Yr 11) study a total of 12 units.

HSC BOARD DEVELOPED COURSES
Biology
Business Studies
Chemistry
Community and Family Studies
Dance
Design and Technology
Drama
Earth and Environmental Science
Economics
Engineering Studies
English Advanced
English Standard
English Studies
English Extension
Enterprise Computing
Food Technology
Geography
Health and Movement Science (formerly PDHPE)
History Ancient
History Modern
History Extension (Year 12 only)
Industrial Technology – Graphic Technology
Industrial Technology - Multimedia
Industrial Technology – Timber Products and Furniture Technology
Investigating Science
Japanese Continuers
Legal Studies
Mathematics Standard
Mathematics Advanced
Mathematics Extension 1
Mathematics Extension 2
Music 1
Music 2
Music Extension (Year 12 only)
Physics
Science Extension (Year 12 only)
Society and Culture
Visual Arts

BOARD ENDORSED COURSES
Sport, Lifestyle and Recreation Studies
VET FRAMEWORK COURSES
VET Construction
VET Entertainment Industry
VET Fitness
VET Hospitality

Additional information, including Subject Course Descriptions and Syllabuses is available on the NESAW Website

TVET COURSES TO BE OFFERED IN 2026

TVET courses allow students to study vocation focused courses at TAFE as part of their HSC. The TVET courses enable students to get two qualifications at the end of school - one from the NSW Education Standards Authority and another from TAFE. Although all TVET courses count towards your HSC, only some count towards the Australian Tertiary Admission Rank (ATAR). For a comprehensive list of courses that will be offered at TAFE colleges in 2026 students and parents are directed to the Sydney Institute TAFE TVET Course Guide 2026 available from the Careers Office and by visiting www.tafensw.edu.au/study/types-courses/tvet. It should be noted that some of the courses offered can contribute towards a student's ATAR whereas others do not.

Please note that although these courses are offered, this does not necessarily mean that they will run. Even if they do run, an individual's place is not guaranteed, due to the competitive nature of the application.

Students wishing to apply for a course must fill out an application form available from the Careers Adviser. For some courses you may be required to attend an Information Evening or sit an Entrance Ability Test. More in-depth information can be obtained from the TVET Course Guide 2026 available from the Careers Office, or visit the website at www.tafensw.edu.au/study/types-courses/tvet.

Any Cronulla High student choosing to undertake a TVET course must also be completing at least 12 units of study at school. Students will only be allowed to drop a subject at school after the Year 11 Half Yearly Examinations when they have demonstrated requirements for all courses. This is a prudent measure designed to protect students. Experience has shown that students often enrol in these courses and later find that they are not meeting the course requirements for a variety of reasons. Having 12 school based units for a period acts as a safety net for a student's preliminary course requirements.

TVET courses require a big commitment. Students are responsible for getting themselves to and from TAFE on a weekly basis and this will involve additional transport times and costs for students. Failure to attend a minimum of 80% of TAFE lessons will lead to an "N Determination" and may put a student's HSC in jeopardy.

NB. School classes may be missed to allow students travel time to TAFE. It is fully expected that students take responsibility for catching up on all class work.

MANDATORY "LIFE READY" COURSE

Life Ready is a **mandatory** personal development and health education course for Years 11 and 12 students in NSW government schools. The course provides an opportunity for Stage 6 students to extend and build on the outcomes achieved in Personal Development, Health and Physical Education (PDHPE) from Years 7 to 10. Life Ready reflects some of the contemporary health issues facing young people.

The Life Ready course involves students participating in a three-day camp. More information will be provided about the camp closer to the actual date. The camp activities, such as canoeing, rock climbing, abseiling, high ropes courses, initiative games and informal group sessions all aim to support senior students as they address changing issues related to identity, independence and their changing responsibilities.

ASSESSMENT AND REPORTING

- The HSC reports will provide a description of your achievements in all subject areas that reflect levels of achievement against course performance descriptors.
- School-based assessment tasks are the basis of 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 and is known as Band 6.
- On satisfactory completion of your HSC you will receive a **portfolio** containing:

The HSC Testamur - this is 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.

SUBJECT CONTRIBUTIONS

Some subjects have a significant cost attached to cover the cost of materials for student projects. If these contributions are not paid, quality materials may not be available. Where students are required to undertake a major project, they are also responsible for the cost of materials used in that project. You should direct any questions you may have about course contributions to the Class Teacher or Head Teacher of the relevant subject.

The table below lists subject contributions for this year. There may be some minor changes for next year however the list gives a fair idea of costs associated with each subject.

YEAR 11 COSTS – 2026		
General School Contribution		\$90.00
P and C Levy		\$55.00
eDiary		\$10.00
Technical Support Officer		\$30.00
Technology Access		\$30.00
Sport		\$10.00
Text Book Bond \$100 / Textbook Hire \$50 (Bond is refundable on return of textbooks at completion of Yr12)		\$150.00
Ancient History		\$15.00
Construction VET inc. work shirt	- Steel cap shoes required - White Card required (approx. \$130)	\$140.00
Dance		\$50.00
Design and Technology		\$80.00
Drama - <i>plus one mandatory theatre excursion in Yrs 11 and 12 at an additional cost</i>		\$50.00
Engineering Studies		\$20.00
Entertainment Industry VET - White card required (approx. \$130)		\$75.00
Fitness VET		\$30.00
Food Technology		\$95.00
Health and Movement Science (PDHPE)		\$60.00
Hospitality VET (This fee does not include Uniform / Knives, etc - these are extra costs)		\$120.00
Industrial Technology – Graphic Technology (not including drawing kit \$60)		\$30.00
Industrial Technology – Multimedia Industries		\$30.00
Industrial Technology – Timber Products and Furniture Technology		\$100.00
Japanese		\$60.00
Modern History		\$15.00
Music		\$60.00
Science (each)	Biology / Chemistry / Earth and Environmental Science / Investigating Science / Physics / Science Extension	\$15.00
Visual Arts		\$70.00

2 units for each of Year 11 (Preliminary) and Year 12 (HSC)

Board Developed Course

Exclusions: English Advanced; English Standard; English EAL/D; English Extension

Course Entry Guidelines

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.

Course Description

The *English Studies 11–12* course supports students to refine their knowledge, understanding and skills in English and consolidate their literacy skills to enhance their personal, educational, social and vocational lives.

The course is focused on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend and interpret the ideas, values, language forms, features and structures of texts. They explore texts from a range of everyday, social, cultural, academic, community and workplace contexts. Students can refine their language skills through comprehensive and contemporary language experiences.

Content

Year 11

Students study the mandatory module:

- Reading to Write: Transition to English Studies.
- Elective focus areas.

Year 12

- Narrative and Human Experiences.
- Writing for Purpose.
- Elective focus areas.

Course Requirements

Across the English Studies Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts that are widely regarded as quality literature
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors
- texts with a wide range of cultural, social and gender perspectives, and popular and youth cultures
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate

Year 11 and Year 12

Students are required to:

- develop and use communication skills for a range of purposes and audiences
- find information and perspectives that will inform their understanding of ideas
- make inferences about the meaning of language based on context
- express personal experiences and opinions and develop skills as independent learners

Year 11

In addition to the above requirements, students in Year 11 **ONLY** are required to:

- study ONE substantial multimodal text, which could be film or media
- study ONE substantial print text, which could be prose fiction, nonfiction, poetry or drama.

Year 12

In addition to the above requirements, students in Year 12 **ONLY** are required to:

- study ONE text from the prescribed list for Narratives and Human Experiences
- study at least FOUR short texts from the prescribed list for Writing for Purpose.

ENGLISH STANDARD

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: English Advanced; English Studies; English EAL/D; English Extension

Course Description

Students engage with texts that include quality literature from the past, and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, cultural, historical and workplace contexts. Students study, analyse, respond to and compose texts to broaden their perspectives, access information and assess the reliability of representations. They synthesise the knowledge developed from a range of texts to fulfil a variety of purposes. Understanding and responding to texts provides students with opportunities to appreciate the imaginative and the affective domains, and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives.

Content

Year 11 - the course has two sections:

- 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.
- Two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* in which students explore and examine texts and analyse aspects of meaning.

Year 12 - the course has two sections:

- 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.
- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

Across the English Standard Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors
- texts with a wide range of cultural, social and gender perspectives, and popular and youth cultures.

Year 11 - students are required to study:

- one complex multimodal or digital text in Module A (this may include the study of film)
- 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
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

Year 12 - students are required to 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.

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: English Standard; English Studies; English EAL/D

Course Description

Students extend and deepen their ability to use language in nuanced, inventive and complex ways to express experiences, ideas and perspectives. They refine their understanding of the relationship between language, texts, context and meaning. Students extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes. Through exploring and experimenting with processes of understanding and responding to texts, students develop an understanding of how language is employed to create artistic expression in texts. They analyse the different ways texts may reflect, challenge and extend the conventions of other texts. They evaluate the meanings conveyed in these texts, and how meaning is achieved. Students expand their skills as independent, collaborative and reflective learners required for post-school life, including the world of work and post-school training and education.

Content

Year 11 - The course has two sections:

- 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.
- 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.

Year 12 - The course has two sections:

- 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.
- 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.

Course Requirements

Across the English Advanced Stage 6 course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors
- texts with a wide range of cultural, social and gender perspectives, and popular and youth cultures.

Year 11 - students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

Year 12 - students are required to study:

- 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.

ENGLISH EXTENSION

1 unit for each of Preliminary and HSC

Board Developed Course

Prerequisites

(a) English Advanced

(b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12

(c) English Extension 1 in Year 12 is a prerequisite for English Extension 2

Exclusions: English Standard; English Studies; English EAL/D.

Course Description

In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

Content

Year 11

The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.

Year 12

English Extension 1 course – The course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are

- confessional worlds
- historical worlds
- hybrid worlds
- natural worlds
- Shakespearean worlds

English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement. This course has a mandatory area of study: Author Study, requiring the study of ONE author.

Course Requirements

Across Stage 6 the selection of texts should give students experience of the following as appropriate:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

Year 11

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

Year 12

In the English Extension 1 course students are required to study:

- at least **THREE** prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2026–2026 document)
- at least **TWO** related texts.

In the English Extension 2 course students are required to:

- Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.
- Students must now sit an examination for Extension 2 English in the HSC.

Students can choose to compose in **ONE** of the following forms:

- short fiction
- creative non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia.

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: No more than 6 units of science may be studied in Year 11.

Course Description

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.

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.

Content

Year 11

The Year 11 course consists of four modules.

- Module 1 Cells as the Basis of Life
- Module 2 Organisation of Living Things
- Module 3 Biological Diversity
- Module 4 Ecosystem Dynamics

Year 12

The Year 12 course consists of four modules.

- Module 5 Heredity
- Module 6 Genetic Change
- Module 7 Infectious Disease
- Module 8 Non-infectious Disease and Disorders

Course Requirements

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.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

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.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students 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.

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

Preliminary Course

- Nature of business (20%) – the role and nature of business
- Business management (40%) – the nature and responsibilities of management
- Business planning (40%) – establishing and planning a small to medium enterprise

HSC Course

- Operations (25%) – strategies for effective operations management
- Marketing (25%) – development and implementation of successful marketing strategies
- Finance (25%) – financial information in the planning and management of business
- Human resources (25%) – human resource management and business performance

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: No more than 6 units of science may be studied in Year 11.

Course Description

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.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular 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.

Content

Year 11

The Year 11 course consists of four modules:

- Module 1 Properties and Structure of Matter
- Module 2 Introduction to Quantitative Chemistry
- Module 3 Reactive Chemistry
- Module 4 Drivers of Reactions

Year 12

The Year 12 course consists of four modules:

- Module 5 Equilibrium and Acid Reactions
- Module 6 Acid/base Reactions
- Module 7 Organic Chemistry
- Module 8 Applying Chemical Ideas

Course Requirements

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.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

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.

COMMUNITY AND FAMILY STUDIES

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

Main Topics Covered

Preliminary Course

- Resource Management. Basic concepts of the resource management process (approximately 20% of course time).
- Individuals and Groups. The individual's roles, relationships and tasks within groups (approximately 40% of course time).
- Families and Communities. Family structures and functions and the interaction between family and community (approximately 40% of course time).

HSC Course

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

HSC Option Modules

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

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

Particular Course Requirements

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

2 units for each of Preliminary and HSC

Board Developed Course

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

Course Description

Students undertake a study of Dance as an artform. While the course builds on the Stages 4 and 5 Dance course, it also caters for students with less experience in Dance.

Preliminary Course

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

Components to be completed are:

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

HSC Course

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

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

Particular Course Requirements

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

The published course prescriptions, which may change in total or in part every three years, indicate works and artists to be studied in the HSC course in core appreciation and major study appreciation.

Please note:

Dance is a performance-based subject; students will therefore be expected to perform as required. Students are also expected to participate in excursions involving dance performances and workshops as organised, to enhance and support the study of Dance.

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

Particular Course Requirements

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

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

2 units for each of Preliminary and HSC

Board Developed Course

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

Course Description

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

Preliminary Course

Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

HSC Course

Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

Main Topics Covered

Preliminary Course

- Improvisation, Playbuilding, Acting
- Elements of Production in Performance including costume design, set design, publicity and poster design
- Theatrical Traditions and Performance Styles

HSC Course

- Australian Drama and Theatre (Core content) – Australian Contemporary Theatre
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

Particular Course Requirements

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published Course Prescriptions include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Please note:

Drama is a performance-based subject; students will therefore be expected to perform as required. This includes class performances, a play in Preliminary year and may include school events such as Arts in the Dark. Theatre excursions are mandatory in order to enhance course content.

EARTH AND ENVIRONMENTAL SCIENCE

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: No more than 6 units of science may be studied in Year 11.

Course Description

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

The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long term welfare of our planet and all forms of life dependent upon it.

Content

Year 11

The Year 11 course consists of four modules:

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

Year 12

The Year 12 course consists of four modules:

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

Course Requirements

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.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

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.

Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes 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.

Main Topics Covered

Preliminary Course

- Introduction to Economics – the nature of economics and the operation of an economy
- Consumers and Business – the role of consumers and business in the economy
- Markets – the role of markets, demand, supply and competition
- Labour Markets – the workforce and role of labour in the economy
- Financial Markets – the financial market in Australia including the share market
- Government in the Economy – the role of government in the Australian economy.

HSC Course

- The Global Economy – Features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management – the range of policies to manage the economy.

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:

Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

Main Topics Covered

Preliminary Course

Students undertake the study of 4 compulsory modules:

- three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
- one focus module relating to the field of Biomedical engineering.

HSC Course

Students undertake the study of 4 compulsory modules:

- two application modules relating to the fields of Civil Structures and Personal and Public Transport
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements

Engineering Report

Preliminary Course

Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

HSC Course

Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

The study of Enterprise Computing 11-12 enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

Main Topics Covered

Preliminary Course

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

HSC Course

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

Particular Course Requirements

There are 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.

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

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

Main Topics Covered

Preliminary Course

- Food Availability and Selection
- Food Quality
- Nutrition

HSC Course

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutrition Issues

Particular Course Requirements

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

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

Please Note: A course contribution is required of students undertaking this subject to meet the cost of consumable items/ ingredients. Some specific equipment may at times be required.

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Year 11 Course Structure and Requirements

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.

Year 11 course (120 hours)

The course comprises 4 focus areas and students are required to study all 4:

- Earth's natural systems – 40 indicative hours.
- People, patterns and processes – 40 indicative hours.
- Human-environment interactions – 20 indicative hours
- Geographical Investigation – 20 indicative hours.

Fieldwork

Twelve (12) hours of fieldwork are mandatory for the Year 11 course. Fieldwork may be integrated within one or more of the following focus areas – Earth's natural systems: People, patterns and processes: Human-environment interactions, as appropriate.

Geographical Investigations

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

Year 12 Course Structure and Requirements (Begins 2027)

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.

Year 12 course (120 hours)

The course comprises 3 focus areas and students are required to study all 3:

- Global sustainability – 30 indicative hours.
- Rural and urban places – 45 indicative hours.
- Ecosystems and global biodiversity - 45 indicative hours.

Fieldwork

Twelve (12) hours of fieldwork are mandatory for the Year 12 course. Fieldwork may be integrated within an individual focus area or across focus areas as appropriate.

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

The NSW Health and Movement Science syllabus recognises the critical importance of developing a capacity to think about and act critically in regard to health and movement. Emphasis is given to developing and applying the skills of collaboration, analysis, communication, creative thinking, problem-solving and research.

Preliminary Course

Focus area 1: Health for individuals and communities - explores the meanings of health from different perspectives, the interplay of the determinants and indicators to measure health status. They explore health promotion as a way to improve health and are introduced to the United Nations Sustainable Development Goals (SDGs) as a framework to improve the health of Australians.

Focus area 2: The body and mind in motion - enables students to investigate how body systems influence movement and understand the interrelationships for efficient movement. Students consider how movement skills are acquired, developed and improved, by exploring the characteristics of learners, the acquisition of skill, practice methods, performance elements and feedback. They investigate the relationship between performance and psychological factors, including motivational strategies.

Collaborative investigation - provides opportunities for students to develop knowledge and skills about health and movement. It allows students to manage their own learning and to become flexible, critical thinkers, problem-solvers and decision-makers.

Depth studies – allow students to spend time to research areas of personal interest, linked to the syllabus.

HSC Course

Focus Area 1: Health in an Australian and global context (40%) - students explore how healthy Australians are by comparing the health status of Australians across population groups. Students examine major chronic conditions, diseases and injury. They explore the impact of a growing and ageing population. Students evaluate the healthcare system in Australia and explore the roles government and non-government organisations play in improving health. Students investigate changes and challenges to the health system, including the impact of emerging technologies, treatments and digital health. Students investigate how the SDGs inform strategies to improve the health status of Australians.

Focus Area 2: Training for improved performance (40%) - students investigate recognising the importance of personalised exercise assessment and prescription, and exploring how various training types and methods can be used to positively affect physiological adaptations. Students compare training plans and programs, and learn about biomechanics, injury prevention, training methods, nutrition and technology.

Depth studies (20%) – allow students to spend time to research areas of personal interest, linked to the syllabus. A total of 30 hours in-class time allocated and a minimum of 2 depth studies.

Note: The HSC exam is based on HSC Course Focus Area 1 and 2 only (not the depth study).

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

Content

Year 11

The Year 11 course comprises three sections:

- Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies'). Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.
- Features of Ancient Societies (40 indicative hours). Students study at least two ancient societies.
- Historical Investigation (20 indicative hours)

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

Year 12

The Year 12 course comprises four sections:

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One 'Ancient Societies' topic (30 indicative hours)
- One 'Personalities in their Times' topic (30 indicative hours)
- One 'Historical Periods' topic (30 indicative hours)

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

Course Requirements

Year 11

In the Year 11 course, students undertake at least two case studies:

- One case study must be from Egypt, Greece, Rome or Celtic Europe, and
- One case study must be from Australia, Asia, the Near East or the Americas.

Year 12

The course requires study from at least two of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 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.

Content

Year 11

The Year 11 course comprises three sections:

- Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies')
Students undertake at least one option from 'The Nature of Modern History', and at least two case studies.
- Historical Investigation (20 indicative hours)
- The Shaping of the Modern World (40 indicative hours)
At least one study from 'The Shaping of the Modern World' is to be undertaken.

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

Year 12

The Year 12 course comprises four sections:

- Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)
- One 'National Studies' topic (30 indicative hours)
- One 'Peace and Conflict' topic (30 indicative hours)
- One 'Change in the Modern World' topic (30 indicative hours)

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

Course Requirements

Year 11

In the Year 11 course, students undertake at least two case studies:

- One case study must be from Europe, North America or Australia, and
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Year 12

Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.

HISTORY EXTENSION

1 unit for HSC

Board Developed Course

Exclusions: Nil

Prerequisites:

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.

Course Description

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

Content

The course comprises three sections.

1. Constructing History (Minimum 40 indicative hours)

Key Questions:

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

2. Case Studies:

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

3. History Project (Maximum 20 indicative hours)

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

Course Requirements

The course requires students to undertake:

- one case study
- the development of one History Project.

INDUSTRIAL TECHNOLOGY – GRAPHIC TECHNOLOGY

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses.

Course Description

Industrial Technology at Stage 6 develops a student's knowledge and understanding of a selected industry and its related technologies, highlighting the importance of design, management, and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that develops a broad range of skills and knowledge related to the chosen focus area. The focus area for this course is **Graphics Technologies**.

Students will learn to interpret and create graphical representations using both traditional drafting techniques and computer-aided design (CAD) software. Projects focus on areas such as architectural drawing, engineering graphics, and product design.

Sample student Graphics projects include:

▪ Architecture ▪ 3D Printing ▪ Logo Design ▪ Digital Magazines	▪ Animation ▪ Urban Design Proposal ▪ Environmental Signage	▪ Product Design ▪ Augmented Reality ▪ Brand Design ▪ Advertisement	▪ Interior Design ▪ Visual Effects Design ▪ Furniture or Product Design
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Main Topics Covered

Preliminary Course

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study (15%)
- Industry Related Manufacturing (25%)
- Major Project (60%)
 - Design, Management and Communication
 - Production

Particular Course Requirements

In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio documenting the planning and production process. Students will also undertake the study of a specific business within the graphics industry.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also complete a study of the overall graphics industry including trends, workplace practices and technologies.

INDUSTRIAL TECHNOLOGY - MULTIMEDIA

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses.

Course Description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. **Multimedia is the focus area delivered.** See <https://bit.ly/chsmultimediacourse> for examples.

Sample student Multimedia projects include:

▪ Animations	▪ 2D and 3D games	▪ Websites	▪ Logos
▪ Short films	▪ 3D modelling	▪ Photography	▪ VR and AR
▪ Video Special Effects	▪ Audio/Sound design	▪ 3D Printing	▪ Coding
	▪ Sound production	▪ Music videos	

Main Topics Covered

Preliminary Course

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study (15%)
- Major Project (60%)
 - Design, Management and Communication
 - Production
- Industry Related Manufacturing Technology (25%)

Particular Course Requirements

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

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

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses.

Course Description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

Main Topics Covered

Preliminary Course

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer-based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study (15%)
- Major Project (60%)
 - Design, Management and Communication
 - Production
- Industry Related Manufacturing Technology (25%)

Particular Course Requirements

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

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

2 units for each of Preliminary and HSC

Board Developed Course

Prerequisites: Stage 4 Japanese or equivalent knowledge is assumed. Check with your teacher.

Course Description

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

- Personal world
- Daily life
- Leisure
- Future plans
- Travelling in Japan
- Living in Japan
- Cultural life
- The world of work
- Current issues

Students' language skills are developed through tasks such as:

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

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

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

Preliminary Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

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

HSC Course

- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

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

Particular Course Requirements

No special requirements

MATHEMATICS STANDARD 2

2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites:

The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of the Core and Intermediate pathways.

- Length, area, and volume
- Data classification and analysis
- Ratios and rates
- Introduction to networks
- Pythagoras and trigonometry
- Number and finance
- Linear and non-linear
- Geometrical properties
- Algebra and equations
- Probability

Course Description

- Mathematics Standard 11–12 focuses on enabling students to use mathematics to make informed decisions in their daily lives. Students develop understanding and competence through real-world applications of mathematics.
- Mathematics Standard 2 provides a pathway for students to extend their mathematical thinking by examining more complex content, and through applications and modelling.

What Students Learn

- develop their knowledge, understanding and skills in working mathematically and in communicating concisely and systematically
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling and use these models to solve problems related to their present and future needs
- develop an understanding of, and skills in, further aspects of mathematics for concurrent HSC studies
- gain an appropriate mathematical background for a wide range of educational and employment aspirations.

Content

The Mathematics Standard Year 11 course comprises of four topics, with the topics divided into subtopics. The Mathematics Standard 2 Year 12 course content includes the same four topics and the additional topic of Networks. The topics and subtopics are:

Year 11

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Time and location

Topic: Financial Mathematics

- Earning money
- Managing money

Topic: Networks

- Networks, paths and trees

Topic: Statistics

- Data Analysis

Year 12

Topic: Algebra

- Algebraic Relationships

Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

Topic: Financial Mathematics

- Investments and Loans
- Annuities

Topic: Statistics

- Bivariate Data Analysis
- Relative frequency and probability
- The Normal Distribution

Topic: Networks

- Network flow
- Critical Path Analysis

MATHEMATICS ADVANCED

2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites:

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of the Core, Intermediate, and Advanced pathways.

- Further algebra and equations
- Surds and indices
- Further area and volume
- Functions and graphs
- Variation and rates of change
- Further trigonometry
- Geometrical figures and proof

Exclusions:

Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard 2 course.

Course Description

- Mathematics Advanced 11–12 focuses on mathematical ways of viewing the world to investigate concepts, such as order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to explore mathematical problems through observation, reflection and reasoning.
- All students studying the Mathematics Advanced course will sit for an HSC examination.

What Students Learn

- develop knowledge, understanding and skills in working mathematically and communicating concisely and precisely
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling
- gain an appropriate mathematical background for future pathways which involve mathematics and its applications at the tertiary level.

Content

Year 11

Topic: Functions

- Working with functions
- Graph transformations

Topic: Trigonometric Functions

- Trigonometry and measure of angles
- Trigonometric identities and equations

Topic: Calculus

- Introduction to differentiation

Topic: Exponential and Logarithmic Functions

- Exponential and logarithmic functions

Topic: Statistical Analysis

- Probability and data

Year 12

Topic: Functions

- Further graph transformations and modelling

Topic: Calculus

- Differential calculus
- Integral calculus
- Applications of calculus

Topic: Sequences and series

- Sequences and series

Topic: Financial Mathematics

- Financial mathematics

Topic: Statistical Analysis

- Random variables

MATHEMATICS EXTENSION I

I unit for each of Preliminary and HSC
Board Developed Course

Prerequisites:

The Mathematics Extension I Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and, in particular, the content and outcomes of the Core, Intermediate, and Advanced Path topics:

- Polynomials
- Logarithms
- Functions and Other Graphs

Exclusions:

Students may **not** study the Mathematics Extension I course in conjunction with the Mathematics Standard 2 course.

Course Description

- Mathematics Extension I focuses on the development of students mathematical arguments and proofs, and use of mathematical models. The course allows students to develop a thorough knowledge and understanding of and competence in further aspects of mathematics as an extension of the Mathematics Advanced 11–12 course.

What Students Learn

Through the study of Mathematics Extension I, students:

- develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- develop rigorous mathematical arguments and proofs, and use mathematical models extensively
- develop awareness of the interconnected nature of mathematics, its beauty and its functionality
- gain an appropriate mathematical background for future pathways that may involve mathematics and its applications.

Content

Year 11

Topic: Functions

- Further work with functions
- Polynomials

Topic: Trigonometric Functions

- Further trigonometry

Topic: Combinatorics

- Permutations and combinations
- The binomial theorem

Year 12

Topic: Proof

- Proof by mathematical induction

Topic: Vectors

- Introduction to vectors

Topic: Trigonometric Functions

- Inverse trigonometric functions

Topic: Calculus

- Further calculus skills
- Further applications of calculus

Topic: Statistical Analysis

- The binomial distribution and sampling distribution of the mean

MATHEMATICS EXTENSION 2

1 unit for HSC
Board Developed Course

Prerequisites:

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Years 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

Exclusions:

Students may **not** study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 2 course.

Course Description

- Mathematics Extension 2 focuses on key ideas of algebra and calculus and appreciation of mathematical invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not covered in Mathematics Advanced and Mathematics Extension 1.

What Students Learn

Through the study of Mathematics Extension 2, students:

- develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- acquire knowledge, understanding and skills in relation to mathematical concepts that have applications in an increasing number of contexts
- gain an appropriate mathematical background for future pathways which are founded in mathematics and its applications.

Year 12

Topic: Proof

- The nature of proof

Topic: Vectors

- Further work with Vectors

Topic: Complex Numbers

- Introduction to Complex Numbers

Topic: Calculus

- Further Integration

Topic: Mechanics

- Applications of calculus to mechanics

Music I

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Music 2

Course Description

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

The purpose of Music I is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings beyond school. The course provides students with opportunities to engage in a range of musical styles, including contemporary popular music, and for many, it will serve as a pathway for further training and employment in the music industry or in contemporary music fields.

Main Topics Covered

Students study **THREE** topics in each year of the course. Topics are chosen from a list of 22 which covers a range of styles, periods and genres.

Topics include:

- An instrument and its repertoire
- Australian music
- Baroque music
- Jazz
- Music for radio, film, television and multimedia
- Popular music
- Rock music
- Technology and its influence on music

Particular Course Requirements

HSC course

In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

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

Please note:

Music I is a performance-based subject. Students will therefore be expected to perform as required. This includes class performances and school events such as Arts in the Dark and the school musical program. Excursions to participate in industry workshops and to see music performances in the wide community are mandatory in this course.

Music 2

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Music 1

Recommended prior study: Stage 5 music

Course Description

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

The purpose of Music 2 is to provide students with the opportunity to build on the knowledge, skills, understanding and attitudes gained in Music 7-10 and encourage the desire to continue learning in formal and informal music settings after school. The course provides opportunities to extend students' musical knowledge with a focus on western art music and it will serve as a pathway for further formal study in tertiary institutions or fields that require musical knowledge.

Main Topics Covered

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

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

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

Topics include:

- Australian music
- Music of a culture
- Medieval music
- Renaissance music
- Music 1900-1945
- Nineteenth century music
- Music 1945 – music 25 years ago
- Baroque music
- Classical music

Particular Course Requirements

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

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

Please note:

Music 2 is a performance-based subject. Students will therefore be expected to perform as required. This includes class performances and school events such as Arts in the Dark and the school musical program. Excursions to participate in industry workshops and to see music performances in the wide community are a mandatory part of the course.

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: No more than 6 units of science may be studied in Year 11.

Course Description

The Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

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 and the universe.

Content

Year 11

The Year 11 course consists of four modules:

- Module 1 Kinematics
- Module 2 Dynamics
- Module 3 Waves and Thermodynamics
- Module 4 Electricity and Magnetism

Year 12

The Year 12 course consists of four modules:

- Module 5 Advanced Mechanics
- Module 6 Electromagnetism
- Module 7 The Nature of Light
- Module 8 From the Universe to the Atom

Course Requirements

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.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

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.

SCIENCE EXTENSION

1 unit for HSC

Board Developed Course

Exclusions: No more than 6 units of science may be studied in Year 11.

Note: Students who have shown an achievement in, and/or aptitude for, any Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.

Course Description

Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.

Content

The Year 12 course consists of four modules:

Module 1 The Foundations of Scientific Thinking

Module 2 The Scientific Research Proposal

Module 3 The Data, Evidence and Decisions

Module 4 The Scientific Research Report

Course Requirements

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

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

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.

All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

Preliminary Course

- The Social and Cultural World – the interactions between persons and groups within societies
- Personal and Social Identity – socialisation and the development of personal and social identity in a variety of social and cultural settings
- Intercultural Communication – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them

HSC Course

Core

- Social and Cultural Continuity and Change – the nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study.
- The Personal Interest Project (PIP) – an individual research project.

Depth Studies

Two to be chosen from:

- Popular Culture – the interconnection between popular culture, society and the individual
- Belief Systems and Ideologies – the relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion – the nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity – the nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

Particular Course Requirements

Completion of Personal Interest Project.

2 units for each of Preliminary and HSC

Content Endorsed Course

Exclusions: Students studying Board Developed Health and Movement Science (HMS) must not study CEC modules which duplicate HMS modules.

Course Description

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.

The benefits of physical activity for the individual and the community as a whole are well documented. The individual can benefit from increased fitness and reduced incidence of lifestyle diseases such as cardiovascular and respiratory disease, obesity, diabetes mellitus, and osteoporosis. These benefits are complemented by positive psychological and social outcomes that characterise quality of life.

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students should be given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive. School programs should provide a balance between offering experience in a range of movement contexts and the opportunity to specialise in a specific sport or recreational activity.

Through the course students will develop:

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

The course provides the opportunity to specialise in areas of expertise or interest through studying the following modules which are studied at Cronulla High School:

- Aquatics
- Fitness
- Games and Sports Application
- Coaching
- Healthy Lifestyle
- Resistance training
- Individual Games and Sports Applications

2 units for each of Preliminary and HSC

Board Developed Course

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

Course Description

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, prior studies is not a pre-requisite. Theory constitutes 50% of the Visual Arts course.

Preliminary Course learning opportunities focus on:

- investigations into the practice of artists (including designers, architects and or ceramicists), critics and historians
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- students explore a variety of 2D, 3D and/or 4D media including drawing, painting, printmaking, sculpture, ceramics film and photography

HSC Course learning opportunities extend upon preliminary content:

Theory:

- Students complete 5 case studies including Art of War; Street Art; Curatorial study (own choice) and 2 minor studies

Practical:

- Following opportunities and experimental works in year 11, students pursue their own skills and interests to create a body of work in any form or media, or combination.

Particular Course Requirements

Preliminary Course:

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

HSC Course:

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



NSW Department of Education RTO 90333

2026 Construction Course Descriptor		
CPC20220 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction		
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>		
Course: 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 - \$140 HSC - \$100		Refunds Refund arrangements are on a pro-rata basis Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships		
Exclusions: Students can only undertake the 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 .		



NSW Department of Education RTO 90333

2026 Entertainment Industry Course Descriptor CUA30420 Certificate III in Live Production and Technical Services	
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>	
Course: Entertainment Industry Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units plus 1 unit for the specialisation study (2 units x 2 years) plus (1 unit x 1 year) Board Developed Course (240 hour) plus (60 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 CUA30420 Certificate III in Live Production and Technical Services https://training.gov.au/training/details/cua30420 . You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 15 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 (client) service skills - technical production of lighting, sound and vision - Communication skills - creativity - critical thinking - problem solving	
Examples of occupations in the entertainment industry	
- assistant sound technician - assistant lighting technician - follow spot operator - front of house assistant - production crew - stagehand	
VET requirements	
Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.	
Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines	
HSC requirements	
Mandatory course requirements You must complete 300 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.	
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Entertainment is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.	
Consumable costs: Preliminary - \$110 for cost of white card certification Preliminary - \$75.00 HSC - \$45.00	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 Entertainment Industry (120 indicative hours) course or the Entertainment Industry (240 indicative hours) course. General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	



NSW Department of Education RTO 90333

2026 Fitness Course Descriptor SIS30321 Certificate III in Fitness	
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>	
Course: Fitness Board endorsed course (BEC) 300 hours (2 units x 2 years and 1 unit x 1 year)	HSC credit – 5 units There is no Australian Tertiary Admission Rank (ATAR) for this course
By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIS30321 Certificate III in Fitness https://training.gov.au/training/details/SIS30321 . You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 15 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	
- organisational skills - teamwork - communication - adaptability - problem solving - time management	
Examples of occupations in the fitness industry	
- group fitness instructor - personal trainer - aqua fitness instructor - gym fitness instructor	
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 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 300 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 There is no external assessment (optional HSC examination) for this course.	
Consumable costs: Preliminary - \$30.00 HSC - Nil	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-fitness	
Exclusions: Students wanting to complete more than one course in the Sport, Fitness and Recreation Training Package are advised to consult with NESA VET course exclusions. 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	



NSW Department of Education RTO 90333

2026 Cookery Course Descriptor		
SIT20421 Certificate II in Cookery		
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>		
Course: Hospitality (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 - \$120		HSC - \$125
		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		

INSTRUCTIONS FOR MAKING Yr 11 SUBJECT SELECTIONS ONLINE

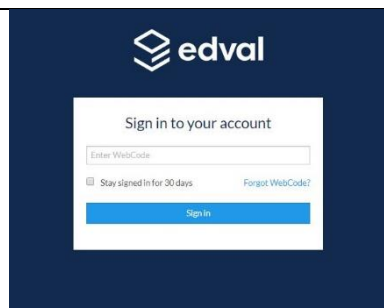
You are required to make your selections for your Year 11 subjects online. Explanations for and descriptions of all elective subjects being offered can be found in the Year 11 Curriculum Guide Booklet.

Please follow these instructions. Before you begin, make sure that you will have access to the internet and a printer from the computer on which you are going to do this.

Online selections will open 3.30pm Friday, 8 August and the closing date and time is **Wednesday, 13 August 2025 at midnight**. Please do not leave it until the last day to make your selections, to ensure your entry is done on time.

Step 1.

Access the following site in your Web Browser
<https://my.edval.education/login>
 You will see the screen opposite.
 You need to enter your Web Code.
 Your Web Code will be emailed directly to your student email address.



Step 2.

Once you have successfully logged in you will see the screen opposite. It will have your name at the top – if you do not see your name – log out and try again.

Use the drop down boxes to choose your selections. Choose one subject in each category from the subjects in the drop down boxes.

Preference 1 is your 1st choice subject, Preference 2 is your 2nd choice subject. etc. You should carefully choose your 3 reserve subjects, in order of preference.

Step 3.

Press the Submit button. If there are no problems with your selections you will be taken to a new page confirming your choices. You will need to print this page.

A warning message will appear if an incorrect choice has been made. Make the correction and submit again.

Step 4.

Ask one of your parents to sign your printed sheet on the bottom half of the page, then bring this to school and hand in to your **Deputy Principal, Ms Edwards**

Step 5.

You may login again and make changes to your preferences until midnight on **Wednesday, 13 August 2025**. If you change your selection, you will need to return another signed printout to the school. After this date, the only way to make changes is to see your Deputy Principal.

If you have difficulty logging in, check your typing and password. If you have difficulty in making your selections, re-read the instructions. If you continue to have difficulty, see your Deputy Principal.