HOLSWORTHY HIGH SCHOOL

SUBJECT SELECTION INFORMATION 2027 - 2028

STAGE 6 PROSPECTUS

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SUBJECT OFFERINGS

SUBJECT	CONTRIBUTION	SUBJECT	CONTRIBUTION
Biology **	Nil	Mathematics - Advanced	Nil
Business Studies	Nil	Mathematics - Extension	Nil
Ceramics CEC **	Year 11- $20 Year 12- $20	Mathematics - Standard 1	Nil
Chemistry **	Nil	Mathematics - Standard 2	Nil
Community & Family Studies	Nil	Music	Nil
Drama	Nil	Physics **	Nil
Economics	Nil	Society and Culture	Nil
Engineering Studies	Nil	Textiles and Design * ***Plus cost of materials for major work.***	$50 (Year 11) $15 (Year 12)
English - Advanced	Nil	Visual Arts ** * ***Plus cost of materials for major work.***	$40 (Year 11) $40 (Year 12)
English - Extension	Nil		
English - Standard	Nil	NON - ATAR SUBJECTS	
English - Studies	Nil	Sport, Lifestyle & Recreation **	Nil
Food Technology**	$50 (Year 11) $50 (Year 12)	Photography, Video and Digital Imagery CEC (Non - ATAR)	Nil
Geography	Nil		
Health Movement Science **	Nil	VET SUBJECTS	
History - Ancient	Nil	Construction **	$80 (Year 11) $100(Year 12)
History - Modern	Nil	Entertainment Industry **	$40 Each year $25 (Uniform)
IT - Timber Products and Furniture ** * ***Plus cost of materials for major work.***	$80 (Year 11) $30 (Year 12)	Hospitality ** - Food and Beverage	$200 (Year 11) $ 40 (Uniform) $180 (Year 12)
Legal Studies	Nil	Information & Digital Technology	Nil

The subjects marked with an ** have specific uniform requirements that relate to Workplace Health and Safety.

PRINCIPAL'S MESSAGE

Welcome to Senior Schooling.

The transition from Year 10 to Year 11 and 12 (Stage 6) marks a significant time in a student's high school journey. There is an opportunity to have more choice in the subjects studied, but with this choice comes greater responsibility in terms of effort, work completion and seeking assistance when required. For some students who may already have an idea of what they want to do when they leave school, the subjects they choose will help prepare them for their future careers. Other students, however, may not yet have a clear plan for life after school. For those students, choosing a variety of different subjects suited to their ability is usually most beneficial. Either way, success as a senior student is dependent on effort, with the best results coming from a consistent approach to schoolwork over a long period of time.

The school, the staff and parents are available to provide assistance, expertise and support, but in the end each student will receive results reflective of their effort. Listen to advice, choose appropriate subjects and work hard to ensure the results you receive are a true indication of your ability.

Mr. Watkins
Principal

MESSAGE FROM YOUR YEAR ADVISERS

The Higher School Certificate offers you the opportunity to develop skills in specialised areas and to build on the knowledge you have gained in junior years. The HSC will prepare you for employment, a TAFE course, an apprenticeship or a university course. It is very important that you should choose courses that you are good at, interested in and may use in the future. Your aim is to attain the best HSC result you can and selecting subjects that best suit your abilities and interests is how you can achieve this.

All HSC subjects are hard work, all subjects have assessment tasks, some subjects will have a major project or mandatory work placement. It is important that you consider all aspects of your subject choices to ensure that you are selecting subjects that you are prepared to study in depth.

It is important to discuss your subject choices with your teachers, who are experts in their field of study. For information about E-VET courses, TAFE or University courses speak with **Ms. Ingleton or Mr. Grew**. For queries about the online subject selections see **Ms Collis**.

For further information supporting your subject choices check:
https://uac.edu.au/subject-compass/#/
https://www.nsw.gov.au/education-and-training/nesa/hsc/subject-selection

Mr O'Brien and Ms Jolly
Year Advisers

INFORMATION ABOUT THE HSC 2027-2028

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas developing individual abilities, interests and goals.

The Structure of the HSC.

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

English is compulsory in both Year 11 and Year 12.

Students must accumulate at least 22 units to attain the HSC:
- 12 Preliminary units (usually 6 subjects)
- 10 HSC units (usually 5 subjects)

Courses must cover a minimum of 4 subjects.

You cannot select more than 3 Science subjects in Year 11.

Students must complete 3 Board Developed Courses (BDCs) in Year 12 to be eligible for the HSC.

Content Endorsed Courses (CEC), like SLR, can count towards a HSC but not towards an ATAR.

What are Units?

- All courses for the Higher School Certificate have a unit value.
- Nearly all courses are 2 Units.
- Each unit involves class time of approximately 60 hours per year.
- A 2 unit course takes 120 hours to complete.
- In the HSC, each unit has a value of 50 marks, so 2 units = 100 marks.
- English and Mathematics offer an extension unit in addition to the 2 unit course.

What is ATAR?

ATAR is the “Australian Tertiary Admission Rank”.

ATAR is used by universities for determine eligibility for different courses.

The Universities Admissions Centre (UAC) uses your HSC results to determine your ATAR. There is variation in the scaling that different subjects receive in determining your ATAR. This is determined by the results each year so previous years scaling may not be accurate. The advice of Holsworthy High School remains that students select subjects they like and are interested in.

Mr. Grew can provide you and your parents with more information if you require it.

WHAT TYPE OF COURSES CAN I SELECT?

Board Developed Courses (BDCs)
Most courses are BDC's. These courses are developed by NESA. For each course the following information is available:

- the course objectives, structure, content and outcomes
- 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 BDCs follow these syllabi.
These courses are examined externally at the end of the HSC course and can count towards the calculation of ATAR.

Students must complete at least 3 BDCs in Year 12 to be eligible for the HSC.

Vocational Education and Training (VET) Courses
VET courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations.

These courses allow students to gain both the Higher School Certificate qualifications and accreditation within the industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

These courses each have a specific workplace component and a **minimum number of hours students spend in the workplace.** To use VET courses towards an ATAR you must sit the final HSC exam for that subject. Students receive a certificate showing the competencies gained.

Some VET courses are Board Developed and can therefore contribute to a HSC and an ATAR.

Content Endorsed Courses (CECs)
CECs have syllabi endorsed by the NESA to cater for areas of special interest not covered in BDCs. There is a limit of CECs you can count towards a HSC accreditation.

There are three Content Endorsed Courses offered at Holsworthy:
- Ceramics
- Sport, Lifestyle and Recreation
- Digital Photography

There are **no external examinations** for Content Endorsed Courses. Assessment is wholly school-based.

CECs count towards the HSC and appear on the student's "Record of School Achievement", but do not count towards an ATAR.

COMPLETION OF COURSES

Satisfactory completion of a course.
To satisfy the requirements and pass the preliminary year, you must satisfactorily complete a minimum of 12 units. Satisfactory completion of a course means:

- You have met all or some of the course outcomes and you have made a **genuine attempt** at all assessment tasks.
- You have **participated** in experiences which are required by the syllabus, e.g. assignments, tests and examinations, major works and practical projects.
- You have **prepared yourself sufficiently** to enable you to make a serious attempt at the external HSC examination.

If your School Principal does not certify the satisfactory completion of a preliminary course, you cannot progress into the HSC part of that course. Students can be given provisional entry into the HSC course - provisional on their completion of Preliminary Assessment tasks inside a designated time frame.

If you receive results in less than 12 preliminary units following such a decision, you may proceed to the HSC course in the subjects in which you are satisfactory but you will need to repeat courses in which you are unsatisfactory (or do an alternate Preliminary course). This means you may not be eligible for the HSC in 2028 and may require a further year of study either at school or at TAFE.

Satisfactory attendance and application

Your overall attendance and application must be satisfactory to receive a Higher School Certificate and a Record of School Achievement. The attendance requirement for each subject is 90%.

You will be given warning in sufficient time to allow you to correct any problems regarding your attendance, application, or course completion.

If you are deemed unsatisfactory you have the right to appeal to the NESA against your Principal's decision. Your Principal must advise you of this right and explain the appeal mechanism in such a case.

** Uniform Dependent subjects:

The subjects marked with an ** on pages 2 and 3 have specific uniform requirements that relate to Workplace Health and Safety. Students must meet the uniform requirements to enter some classes for these subjects. Failure to meet the requirements can lead to 'N' Warnings and 'N' Determinations and may limit or prevent HSC accreditation. Please check:

https://holsworthy-h.schools.nsw.gov.au/school-life/uniform

SELECTION OF SUBJECTS

We recommend you use the following strategies when making your choice of subjects:

- Select subjects which are **necessary** (ie: pre-requisite, assumed knowledge, recommended) for your chosen career/tertiary course, provided:
    - a) you are reasonably sure about what you wish to do.
    - b) **you have the ability** to obtain a satisfactory result in this subject.
- Select subjects you are **interested in**. If you are interested in a given subject there is some probability that you will be interested in a career/tertiary course related to this subject, even if you don't know it yet.
- Select subjects which **you are good at**. There is no point doing a subject at which you are poor simply because it is a pre-requisite. If you can't cope at school you are unlikely to be able to cope with a similar course at a tertiary level. It may be wise for you to re-think your career goals.
- If possible, always try to select subjects which will **keep your options open**, particularly if you are unsure about your future career/course direction. Draw up your plan for your pattern of study for both the Preliminary and HSC years to ensure that you'll be eligible for an HSC.

Do not select courses based on what friends choose!

Pathways

It may be possible for students to accumulate their HSC over a period of no more than five (5) years. Anyone interested in this idea MUST seek advice first from your Deputy Principal or the Careers Adviser.

Who can help you?

Year Advisers – Mr. O'Brien and Ms. Jolly

NESA Information – Mr. Grew

Careers Adviser – Ms. Ingleton

VET Coordinator - Ms. Gerges

Deputy Principals – Ms. Richards and Mr. Grew

ATAR Eligibility and UAC Matters — Mr. Grew and Ms. Collis

Subject Selection Process – Ms. Collis

WHY SUBJECT CHOICE IS IMPORTANT.

OPTION 1

IF YOU WISH TO UNDERTAKE TERTIARY STUDY AND FOLLOW AN ATAR PATHWAY

- The ATAR is based on your best **10 Units of Board Developed Courses** in Year 12.
- Some tertiary courses require you to have studied certain HSC subjects. These are called prerequisite subjects.
- Particular school subjects are often listed as assumed knowledge. This means that the institution will proceed with courses on the assumption that you have studied this HSC subject, although it does not require it. You will find tertiary courses very difficult if you have not studied the assumed knowledge.
- Other subjects (while not being prerequisites or assumed knowledge) may be recommended as good preparation for a course of study.
- One of your aims will therefore be to maximise your marks and your choice of subjects may play a part in this strategy.
- Some subjects, (for example Business Studies, Food Technology, Mathematics, English, and VET Courses) can be used to gain credit or advanced standing in certain TAFE Courses. Carefully investigate this aspect with the Careers Adviser.

What research will you need to do?

Find out where you can do the tertiary courses in which you are interested, and any prerequisites and assumed knowledge that you need, as well as the ATAR needed.

To do this you can use:

- UAC Students Year 10 Information Guide (Ms. Ingleton)
  https://uac.edu.au/assets/documents/year-10/year-10-booklet-2028.pdf
  Tertiary Institution website – www.jobjump.com.au
  TAFE website - https://www.tafensw.edu.au/
- Previous year's ATAR 'Cut Offs' on the UAC website. These vary from year to year but the 2026 cut offs are at
  https://uac.edu.au/assets/documents/atar/lowest-selection-ranks-vacancies-jan-r1-2026.pdf
- Resources of the Careers Adviser - https://www.holsworthyhighcareers.com/
- Subject teachers
- Your Careers Adviser, Year Adviser and parents

You want an ATAR University or TAFE Diploma	English - 2 Units Advanced, Standard or Studies course **PLUS** 4 Board Developed Courses which may include some VET Courses (8 Units) **PLUS** Another course (2 Units) **TOTAL**: 12 Units

OPTION 2

IF YOU WISH TO FOLLOW A NON-ATAR PATHWAY

- This means that you do not wish to apply for university at the end of Year 12
- You will receive your HSC at the end of Year 12
- There is more flexibility with the subjects you can select

You don't want an ATAR TAFE or workforce	English - 2 Units Advanced, Standard or Studies course **PLUS** 2 Board Developed Courses (4 Units) **PLUS** Another 3 courses (6 Units) **TOTAL**: 12 Units

OPTION 3

IF YOU WISH TO ENTER THE WORKFORCE AFTER LEAVING SCHOOL

Find out which subjects are relevant to the career(s) you are considering. Investigate the employment opportunities in this job.

In deciding whether to go to work after school, or to study further, you can:

- Refer to the "Job Guide" and use the Holsworthy High School Careers Website - **www.holsworthyhighcareers.com**
- Research labour market information and look at Career Targets (Bullseye) to explore Pathway opportunities to see what types of jobs may be of interest. You can find this on the home page of school website
- Talk to employers or employer organisations and participate in Work Experience
- Discuss subject content and how hard the course is with subject teachers
- Talk to your Careers Adviser, Year Adviser and parents

This could include	• Fulltime work • An apprenticeship • A traineeship • Studying at TAFE • A combination of the above

BIOLOGY

2 units for both the Preliminary and HSC year.	**Faculty**	Science and Visual Arts	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contributions	Nil	**Exclusions**	Nil

COURSE DESCRIPTION:

The Biology 11-12 Course provides students with the opportunity to analyse, study and enjoy an understanding of the biological world around us. Students build on their learning from the Science 7-10 Syllabus as they investigate phenomena, make predictions and solve problems related to health, sustainability and biotechnology. Students generate and analyse data and evaluate results to make ethical, evidence-based decisions as informed, reflective and scientifically literate citizens.

Year 11 has 4 modules;	**HSC has 4 modules**
• Cells as the basis of life • Cells to systems • Evolution and ecosystems	• Heredity • Diseases • Biodiversity • Biotechnology

Both years must include a depth study in one module

COURSE REQUIREMENTS:

Year 11 has an assessment pattern of 3 tasks. This includes:

- Mandatory fieldwork as part of a depth Study 30%
- Knowledge and understanding / working scientifically task 30%
- Yearly exam 40%

Year 12 has an assessment pattern of 4 tasks. This includes:

- A depth Study 30%
- Half Yearly Exam 20%
- Knowledge and understanding / working scientifically task 20%
- Yearly exam 30%

CAREER OPPORTUNITIES:

Medical Science, National Parks Ranger, Food Technologist, Nurse, Marine Biologist, Ambulance, Speech Pathologist, Physiotherapist, Optometrist, Lands & Forestry, Landscape Gardener, Laboratory Technician, Medicine, Dentistry.

BUSINESS STUDIES

2 units for both the Preliminary and HSC year.	**Faculty**	HSIE	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**Exclusions**	Nil

COURSE DESCRIPTION:

Business Activity is a feature of everyone's life.

Business Studies makes a significant contribution to the ability to participate effectively in the business environment.

In this course, students are exposed to a number of business case studies which allow students to apply theoretical concepts in a very relevant framework.

Students completing this course will develop general and specific research, analysis, problem solving, decision making, critical thinking and communicating skills. These skills will enhance a student's ability to participate effectively in the business world as informed citizens.

POST SCHOOL OPPORTUNITIES:

Business Studies gives a valuable foundation for many courses at University and other Tertiary Institutions.

The HSC Business Studies Course is recognised by industry and training organisations where students receive credit for topics completed.

TAFE offer credit transfer to Courses for HSC Business Studies students check at www.tafensw.ed.au/mchoice.

Recognition by other Registered Training Organisations (RTO).

COURSE CONTENT:

Preliminary Course

Nature of Business - 30%
Business Management - 30%
Business Planning - 40%

In the Preliminary course students will complete a **Business Plan** which involves investigating the operation of a small business.

HSC Course

Operations - 25%
Marketing - 25%
Finance - 25%
Human Resources - 25%

In Year 12 students will complete a **Marketing Plan** focusing on the various elements of marketing in an organization.

EXCURSIONS

Students will get the opportunity to visit a range of business environments such as Luna Park and Sydney Tower Restaurant to gain an understanding of the functions and types of business enterprises. This provides students with a unique opportunity to have hands on experience.

CAREER OPPORTUNITIES:

Accounting, Economics and Management, Banking, Finance, Manufacturing and Commerce.

CERAMICS - CEC

2 units for both the Preliminary and HSC year.	**Faculty**	Science and Visual Arts	**Work Placement**	No
	ATAR	No	**Hours**	240
	Contribution	Year 11 - $20 Year 12 - $20	**Exclusions**	Nil

COURSE DESCRIPTION:

Ceramics is the art and technology of forming, firing and glazing clay to make a range of products. Clay, the basic material used in this process, is inexpensive, abundant and found in many locations throughout the world. Practices of working with clay and ceramics date back to the earliest civilizations and many of these practices are still relevant. In early societies and cultures clay was often used for making objects basic to everyday life. Contemporary applications in ceramics are constantly changing. New industrial and high technology uses are being found and ceramists, artists and designer/makers are exploring new expressive forms and meanings. In contemporary societies that are becoming increasingly synthetic and depersonalised, ceramics offers students opportunities to reinterpret the world and develop a sense of personal satisfaction and achievement. It encourages an empathy with the properties of natural materials and an opportunity to experience the deep pleasure and satisfaction which comes from transforming these materials into objects which have personal meaning and significance.

Ceramics stage 6 is designed to enable students to:

Gain an increasing accomplishment and independence in their representation of ideas in ceramics and understand and value how ceramics, as a field of practice, invites different interpretations and explanations.

Students will develop knowledge, skills and understanding:

- Through the making of ceramic work that leads to and demonstrates conceptual and technical accomplishment
- That lead to increasingly accomplished critical and historical investigations of ceramics

The Ceramics Content Endorsed Course is comprised of eleven modules, two mandatory and nine optional. Schools can select from these modules to develop programs that respond to student needs and interests. The Core module introduction to Ceramics must always be done as the first module. Issues of Work Health and Safety must be considered over the entire course.

The following components and weightings are to apply:

Component	Weighting (%)
Making	70%
Critical Study / Historical Study	30%

EQUIPMENT:

A ceramics journal for class notes and documentation is used for assessment and maintaining classwork in conjunction with Google Classroom.

POST SCHOOL OPPORTUNITIES:

Ceramics provides challenging work opportunities for students with knowledge, skills and understanding in areas of studio and industrial ceramics, ceramic research and product design. The study of ceramics will support students in developing a commitment to and capacity for lifelong learning in this area. This may lead to further post-school study at university of TAFE.

CHEMISTRY

2 units for both the Preliminary and HSC year.	**Faculty**	SCIENCE	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**Exclusions**	Nil

COURSE DESCRIPTION:

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

YEAR 11 HAS 4 MODULES

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

HSC HAS 4 MODULES

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas

COURSE REQUIREMENTS:

Year 11 has an assessment pattern of 3 tasks. This includes:

- A depth Study	30%
- Knowledge and understanding / working scientifically task	30%
- Yearly exam	40%

Year 12 has an assessment pattern of 4 tasks. This includes:

- A depth Study	30%
- Half Yearly exam	20%
- Practical task	20%
- Yearly exam	30%

CAREER OPPORTUNITIES:

Agriculture, Engineering, Medical Science, Nursing, Pharmacy, Teaching, Biochemistry, Dentistry, Genetics, Landscape design, Pathology, Radiology, Wine making, Forensic Investigation.

COMMUNITY AND FAMILY STUDIES

2 units for both the Preliminary and HSC year.	**Faculty**	PDHPE, Music and Language	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**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 in relation to the changing nature of Australian society with a view to enabling students to plan and manage resources effectively.

MAIN TOPICS COVERED:

Preliminary Course

- Resource Management
- Individual and Groups
- Families and Communities

HSC Course

- Resource Methodology
- Groups in Context
- Parenting and Caring

Students will take home the 'real-care' baby for simulated parenting experience.

HSC OPTION MODULES: (**one** to be studied)

- Individuals and Work
- Social Impact of Technology
- Family and Societal Interactions

COURSE REQUIREMENTS:

As part of the HSC, students are required to complete an **Independent Research Project** (IRP) to be related to the course content. This contributes 20% to the final HSC mark in this subject.

CAREER OPPORTUNITIES:

This provides students with the foundation for a range of courses at universities and other Tertiary institutions, including Teaching, Childcare, Industry Research and Marketing, Nursing, Psychology, Counselling and Welfare. There are opportunities to gain recognition in Vocational Education & Training at the tertiary level.

DRAMA

2 units for both the Preliminary and HSC year.	**Faculty**	English	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**Exclusions**	Nil

COURSE DESCRIPTION:

Here are some comments from previous Drama students when asked the question:

What do you think about senior Drama?

“Fun … but very hard work”. “It’s given me great self-confidence”.
“Drama has allowed me to express myself through acting”. “Challenging but enjoyable”.
“It has given me skills that I will use for years” .“Certainly my favourite subject”.
“Drama has taught me to feel comfortable in front of audiences”.
“The theory side of things helps you to understand the practical”.

So what does Drama in the senior school involve?

Drama is an art form that explores the world through enactment. It is designed for students to experience, understand, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture through performing and critically studying drama and theatre.

Drama involves the study of plays, performances and scripts. It consists of practical and theory work including improvisation, play building, mime and elements of production. Creative pieces include solo and group performances along with appreciation of live theatre. Students write scripts and develop self-confidence and self-expression.

The study of Drama develops students physically, emotionally, intellectually, socially, creatively and expressively as well as developing one's self-confidence and self-esteem. Students have opportunities to showcase student work at Formal School Assemblies and Showcase night.

Students devise their own performances, work on plays scripts, participate in creative pieces, study the history of theatre and the tradition of performance across various cultures and centuries. Eventually, students devise and participate in a major individual and group project. These projects are marked by external examiners for the HSC. Drama contains written work but with movement as well.

COURSE CONTENT:

Preliminary Course

- Improvisation, Play-building, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

HSC Course:

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

CAREER OPPORTUNITIES:

Drama allows you to develop the self-confidence and self-expression needed for all careers. It can also lead you into specialised careers such as; Actor, Animator, Announcer, Camera Operator, Film and Television Editor, Film and Television Lighting Operator, Film, Stage and Television Director, Make-up artist, Set Designer, Sound Technician, Stage manager, Teacher.

ECONOMICS

2 units for both the Preliminary and HSC year.	**Faculty**	HSIE	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**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 affect 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.

This course would be beneficial to students who:

- have an interest in how the government works
- want to work in government, actuarial studies, economic forecasting, data analysis
- are able to interpret complex analysis
- can see the logic behind policies
- can construct analytical and logical essay responses
- are strong writers

COURSE CONTENT:

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.

CAREER OPPORTUNITIES:

Economist, Statistician, Political Scientist, Researcher, Journalism. Politics, Business, Accounting, Actuarial Studies

ENGINEERING STUDIES

2 units for both the Preliminary and HSC year.	**Faculty**	TAS	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**Exclusions**	Nil

COURSE DESCRIPTION:

Both Preliminary and HSC courses offer 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

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,
- Engineered 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:

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 project.

ENGLISH ADVANCED

2 units for both the Preliminary and HSC year.	**Faculty**	English	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**Exclusions**	Nil

COURSE CONTENT:

In the English Advanced course, students explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

The modules encourage students to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning. If you choose the Advanced Course, you may consider the Extension Course (see separate details). **Prerequisites**: Only one class is available in this course next year and it is imperative that a student considering studying Advanced English do so after consultation and recommendation from their classroom teacher and Head teacher.

COURSE CONTENT

In the Preliminary English (Advanced) course students are required to:

Complete *Reading to Write: Transition to English Advanced* as the first unit of work, followed by the modules *Narratives that Shape our World & Critical Study of Literature.* There are no prescribed texts for Year 11 however across Stage 6, the selection of texts must give students experience of:

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

In the HSC English (Advanced) course students are required to:

Complete *Texts and Human Experiences* as the first unit of work. They must also complete the modules *Textual Conversations, Critical Study of Literature & Craft of Writing.* Students are required to closely study **4 prescribed texts,** with at least **ONE** drawn from each of the following categories: prose fiction, poetry, drama **OR** nonfiction **OR** film **OR** media.
At least **ONE** of the texts selected must be authored by Shakespeare.

C**AREER OPPORTUNITIES:**

Advertising Specialist, Archivist; Copywriter, Desktop Publisher, Editor, Editor, Journalist, Librarian, Library Technician, Publisher, Teacher, TAFE Lecturer, University Lecturer, Writer.

ENGLISH EXTENSION

Extension Course 1 Unit Preliminary and HSC with possible additional 1 Unit HSC Extension 2 Course	**Faculty**	English	**Work Placement**	No
	ATAR	Yes	**Hours**	60
	Contribution	Nil	**Exclusions**	Standard English Studies English

PREREQUISITES:

PLaces in this course are limited and students may need to be interviewed by the Head Teacher for academic eligibility into the course.

(a) English Advanced Course
(b) Preliminary English Extension Course is a prerequisite for HSC Extension Course 1 and Extension 2.

COURSE DESCRIPTION:

The English Extension 1 course provides students who undertake Advanced English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Students should enjoy the challenge of responding to complex and sophisticated texts. All our students who study at this level find it aids their performance in the Advanced Course. Importantly, students who study HSC Extension 1, are also able to choose HSC Extension 2.

COURSE CONTENT

In the English Extension preliminary course, students are required to:

Complete 60 indicative hours, undertake the study of *Texts, Culture and Value* and undertake the related research project.

Text requirements: Teachers prescribe **ONE** text from the past and its manifestations in one or more recent contexts. Students select **ONE** text and its manifestations in one or more recent contexts. They research a range of texts as part of their *Related Research Project.*

In the English Extension 1 HSC course, students are required to:

Complete the English Extension Year 11 course as a prerequisite, complete 60 indicative hours and undertake the study of **ONE** elective.

Text requirements: Students are required to study **THREE** prescribed texts in **ONE** elective. At least **TWO** of these texts are required to be extended print texts, which may include poetry. Students are also required to study **ONE** related text for the elective.

EXTENSION 2 (HSC)

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Students must complete a Major Work and Reflection Statement and document coursework in a Major Work Journal. The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition. Students must also study the module *Author and Authority* concurrently, including one author study.

CAREER INFORMATION AND OPTIONS:

Advertising Specialist, Archivist, Copywriter, Desktop Publisher, Editor, Editor, Journalist, Librarian, Library Technician, Publisher, Teacher, TAFE Lecturer, University Lecturer, Writer.

ENGLISH STANDARD

2 units for both the Preliminary and HSC year.	**Faculty**	English	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**Exclusions**	Extension English

COURSE DESCRIPTION:

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

Students engage with texts that include widely acknowledged 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, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provide students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives.

The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning.

COURSE CONTENT:

In the Preliminary English (Standard) course students are required to:

Complete *Reading to Write: Transition to English Standard* as the first unit of work. Students are required to study **ONE** complex multimodal or digital text in the module *Contemporary Possibilities*. Students are required to study **ONE** substantial literary print text in the module *Close Study of Literature,* for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support the study of texts with their own wide reading.

In the HSC English (Standard) course students are required to:

Complete *Texts and Human Experiences* as the first unit of work, followed by the modules *Language, Identity and Culture, Close Study of Literature, & The Craft of Writing.* Students will closely study **three types of prescribed texts**, one drawn from each of the following categories: prose fiction, poetry, drama **OR** film **OR** media **OR** nonfiction. The Year 12 course requires students to support the study of texts with their own wide reading. They will also need to complete the Year 11 course as a prerequisite.

Across Stage 6 the selection of texts **must** give students experience of the following:

- texts which are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- texts with a range of social, cultural and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate

CAREER OPPORTUNITIES:

The skills developed in English Standard will assist all students in their vocational lives.

ENGLISH STUDIES

2 units for both the Preliminary and HSC year.	**Faculty**	English	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**Exclusions**	Extension English

COURSE DESCRIPTION:

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

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing. Students refine these expressive language skills, responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts.

COURSE CONTENT:

In the Preliminary English Studies course students are required to:

- read, view, listen to and compose a **wide range of texts** including print and multimodal texts.
- study at least one substantial print text (for example a novel, biography or drama).
- study at least one substantial multimodal text (for example film or a television series).
- study the mandatory module, *Reading to Write: Transition to English,* as the first unit of study
- complete an additional 2–4 modules from the elective modules provided

In the HSC English Studies course students are required to:

- read, view, listen to and compose a **wide range of texts** including print and multimodal texts.
- study at least one substantial print text (for example a novel, biography or drama).
- study at least one substantial multimodal text (for example film or a television series).

Year 12 students will **also** be required to:

- study ONE text from the prescribed text list and one related text for the Module – *Narrative and Human Experience*
- study FOUR short texts from the prescribed text list for the Module - *Writing for Purpose*
- complete an additional 2 modules from the elective modules provided

There is an optional HSC exam for the English Studies course.

- Students studying English Studies who want to be eligible for an ATAR must sit the optional HSC examination.
- Students who opt not to take the HSC exam will still be eligible for the HSC if they fulfil all other HSC requirements.
- Students studying English Studies who DO sit the optional HSC examination in English Studies may be eligible for both the HSC and an ATAR.* The optional examination mark is included in the calculation of their ATAR.

* *Refer to UAC for further information on Category A and Category B course requirements.*

CAREER OPPORTUNITIES:

The skills developed in English Studies will assist students in their vocational lives.

FOOD TECHNOLOGY

2 units for both the Preliminary and HSC year.	**Faculty**	TAS	**Course Number**	15180
	ATAR	Yes	**Hours**	240
	Contribution	$50 (Year 11) $50 (Year 12)	**Exclusions**	No

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 (30%)
- Food Quality (40%)
- Nutrition (30%)

HSC Course

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

PARTICULAR COURSE REQUIREMENTS:

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.

GEOGRAPHY

2 units for both the Preliminary and HSC year.	**Faculty**	HSIE	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**Exclusions**	Nil

COURSE DESCRIPTION:

Geography is the study of places, peoples and environments, and their interrelationships. Geography integrates natural sciences with social sciences and humanities. Geography promotes understanding of the natural systems and human activity in shaping patterns and distributions across the earth's surface. Geography considers how different processes and influences interact to form and transform places and environments.

Studies in both physical and human geography provide an important information base from which students investigate contemporary geographical issues to explore why spatial and ecological differences exist. There is a focus on sustainability and climate change across both Years 11 and 12.

In Geography, students learn about:

- How earth's natural systems operate
- The interaction of peoples, patterns and processes relating to local and global change
- The global nature of land cover change, including climate change investigation
- Geographical inquiry via a geographical investigation
- The global sustainability of an economic activity
- Rural and urban places
- The functioning of ecosystems including trends in global biodiversity.

Fieldwork Assessment (20% of course)

Fieldwork is mandatory for Geography. Students will undertake at least 12 hours of fieldwork per year but are more likely to participate in 3 fieldworks each year.

Geographical Investigation (GI)

As part of the Preliminary Course, students select and research a geographical issue which they are interested in. Their investigation involves:

- Identifying an issue for investigation.
- Develop geographical questions and formulate a plan
- Collect, record and process primary and secondary data
- Present and communicate findings.

Continued on next page….

GEOGRAPHY (CONTINUED)

PRELIMINARY COURSE	HSC COURSE
Earth's natural systems – 40 hours People, patterns and processes – 40 hours Human-environment interactions – 20 hours Geographical Investigation – 20 hours	Global sustainability – 30 hours Rural and urban places – 45 hours Ecosystems and global biodiversity – 45 hours

KEY CONCEPTS INCORPORATED ACROSS ALL TOPICS:

Fieldworks and case studies are integrated into each topic. Students practice geographical inquiry using skills and tools including spatial technologies.

2026 Year 11 fieldworks:

Earth's natural systems – Minnamurra intertidal wetlands (kayaking)

People, patterns and processes – Cultural change at Miller's Point

Geographical Investigation – Jervis Bay camp (kayaking, snorkelling, spotlighting)

2026 Year 12 fieldworks:

Global sustainability – Tourism and Taronga Zoo

Rural and Urban Places – Green Square urban precinct.

Ecosystems and global biodiversity – Chowder Bay Kelp Forests (snorkelling)

CAREER OPPORTUNITIES:

Students undertaking Geography will gain skills which are useful for careers in fields such as: Environmental Science, Aboriculture, Engineering, Meteorology, Climate Change, Travel and Tourism, Demography, Surveying, Park Ranger, Sustainability Management, Agriculture, Biodiversity Management, GIS Technician, Urban Design and Management.

There is increasing demand for Geographers in many employment areas. Tertiary courses are accessible and both Sydney and Wollongong Universities offer degrees in Geography. Western Sydney University offer a degree major in Geography and Urban Studies. Western Sydney University also offer degrees in Social Science and have several undergraduate courses relating to Physical Geography. Several Australian universities offer degrees in Sustainability and Sustainability Management.

TAFE NSW offer several courses in Conservation and Land Management, and in Sustainable Practice.

HEALTH AND MOVEMENT SCIENCE (HMS)

2 units for both the Preliminary and HSC year.	**Faculty**	PDHPE, Music and Language	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**Exclusions**	Nil

COURSE DESCRIPTION:

Health and Movement Science (HMS) is a new course that replaces PDHPE 11–12. Students investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students explore the factors that influence movement and performance and develop the skills to enhance movement for themselves and others throughout their lifetime. Students explore and think critically about the interrelationships between anatomy, physiology, biomechanics, psychology, sociology, nutrition, skill acquisition, injury prevention, and rehabilitation.

The Preliminary course comprises two focus areas: Health for Individuals and Communities; and The Body and Mind in Motion. During the course, students will have the opportunity to engage in a Collaborative Investigation, where they will work collaboratively to investigate an agreed topic that reflects an area of interest. Depth Studies will also be undertaken to explore content on a deeper level and apply health and movement concepts to various contexts. Where appropriate, case studies, practical application, and research skills are to be integrated throughout student learning.

The HSC course is organised into two focus areas: Health in an Australian and Global Context; and Training for Improved Performance. Similarly to Year 11, students undertake Depth Studies throughout the course, with an emphasis on developing skills of collaboration, analysis, communication, creative thinking, problem-solving, and research.

COURSE CONTENT **Preliminary course**	**COURSE CONTENT** **HSC course**
Health for Individuals and Communities (40 hours)	Health in an Australian and Global Context (45 hours)
The Body and Mind in Motion (40 hours)	Training for Improved Performance (45 hours)
Depth Studies (20 hours)	Depth Studies (30 hours)
Collaborative Investigation (20 hours)	

CAREER OPPORTUNITIES:

Exercise Physiologist, Physical Therapist, Occupational Therapist, Health and Wellness Coach, Sports Coach, Rehabilitation Specialist, Fitness Trainer/Instructor, Kinesiologist, Public Health Educator, PDHPE Teacher, Biomechanist, Sports Scientist, Corporate Wellness Coordinator, Health Promotion Specialist, Ergonomist and Nursing.

These opportunities span various sectors, including healthcare, fitness, sports, research, education, and corporate wellness, reflecting the knowledge gained from studying health and movement science.

HISTORY - ANCIENT

2 units for both the Preliminary and HSC year.	**Faculty**	HSIE	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**Exclusions**	Nil

COURSE DESCRIPTION:

Students of Ancient History learn about civilizations, events and people of the ancient world. This is done through research and investigation involving evidence and artifacts in order to recreate and understand the past.

Typically, students study how ancient societies were organised and governed. This involves learning about kings, laws, the military, trade, the economy, religion and beliefs. They will examine important events which led to changes over time. This includes wars and battles, assassinations, inventions of new technology and trade. Students also learn about the impact of individuals and how certain people have influenced the times in which they lived.

Students have found Ancient History to be a fascinating subject. There is great enjoyment in hearing the stories and mysteries of the past. They find satisfaction in recreating the past through research and analysis, drawing and mapping, debate and argument. Activities including museum tours, mummifying fruit, handling and reconstructing artefacts are popular.

Topics of Study may include:

- **Archaeology** - methods, techniques, artifacts, archaeological excavations, the role of science, carbon dating, preserved human remains, the Iceman.
- **Ancient Egypt** – gods and religion, military campaigns, Tutankhamun.
- **Ancient Greece** – the Spartan military machine, famous battles, Spartan Society, democracy in Athens, The Persian Wars.
- **The Persian Empire –** expansion of the Empire, organisation of the Empire, the massive Persian army, role of various Kings including Darius and Xerxes.
- **Ancient Rome** – emperors, the army, famous battles, organisation of the empire, the destruction of Pompeii.

Ancient History is a challenging subject which rewards hard work and higher order thinking.

COURSE STRUCTURE:

Preliminary Course

Part 1: Investigating Ancient History

a) The Nature of Ancient History:
The Investigation of Ancient Sites and Sources
b) Historical Investigation:
Students undertake a research project
c) Case Studies:
Investigating the problems and issues of the ancient world

*A*reas of study may include: Terracotta Warriors of Xian; Otzi the Ice Man; bog bodies, The City of Troy, Tutankhamun's Tomb.

Ancient History continued on next page ...

HISTORY - ANCIENT (CONTINUED)

Part 2: Historical Investigation

Designed to develop skills in research, source analysis and communication. A study of an individual, event, ancient society or historical debate.

Areas of study may include:

- Tutankhamun's Tomb
- Persepolis
- The City of Rome
- Boudicca
- Caesar

Part 3: Features of Ancient Societies

A source-based study designed to develop an understanding of the nature of ancient societies including areas such as women, slavery, warfare,power and image, death and funerary customs. Societies studied may include: Egypt, Rome, Greece, China

HSC Course
Core Study: Cities of Vesuvius - Pompeii and Herculaneum – 25%
Students investigate the range and nature of archaeological and written sources available for the study of the cities of Pompeii and Herculaneum through an exploration of issues relating to reconstruction, ownership and custodianship of the past.

Ancient Societies – 25%
The investigation of key features of ONE ancient society through a range of archaeological and written sources and relevant historiographical issues.
Topics may include: Persia, Sparta, New Kingdom Egypt

Personalities and their Times – 25%
Students gain an understanding of the personality in the context of their time.
Topics may include Xerxes, Hatshepsut, Alexander the Great, Cleopatra

Historical Periods – 25%
Through an investigation of the archaeological and written sources of ONE historical period, students learn about significant developments and issues that shaped the historical period as well as relevant historiographical issues.
Topics may include: Fall of the Roman Republic, Greek World, Imperial China, Persia, New Kingdom Egypt.

The Ancient History course requires study from at least TWO of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome.

HISTORY - MODERN

2 units for both the Preliminary and HSC year.	**Faculty**	HSIE	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**Exclusions**	Nil

COURSE DESCRIPTION:

Modern History involves the study of major social and political events from the late 18th Century to the present, such as war and revolution. These events have shaped the modern world and continue to cause conflict today. Students are challenged and fascinated by significant issues such as civil rights, genocide and terrorism which have changed the course of history.

Modern History is especially relevant to the lives of students today. It is by studying the forces of change in the past that we understand the world we live in today. Students are able to study and understand conflicts as they develop and have the opportunity to investigate a significant personality or event of their choice.

Modern History equips students with essential knowledge and skills to live and work in the modern world. Students develop the ability to research; critically question events and issues; interpret and analyse evidence. The written and oral communication skills which are developed in Modern History are valuable in any career choice.

COURSE STRUCTURE:

Preliminary Course

P**art 1: Investigating Modern History**

Part 1 introduces the subject and examines the role of people and events in changing history. There is also a focus on how sources are important in interpreting history. The topic is divided into two parts:

a. The Nature of History
b. Case Studies

Areas of study include: Trench warfare in World War I, Hiroshima, Pearl Harbour, The Berlin Wall, The American Civil War, The Last Tsar, Martin Luther King.

Part 2: Historical Investigation

A significant theme, event or individual will be investigated. This may involve the study of film as a source of history. Topics of study include – The Holocaust, JFK, Civil Rights in the USA, the rise of communism in China, The Cuban Revolution.

Part 3: The Shaping of the Modern World

Students investigate the forces and ideas that shaped the modern world.
Areas of study include: The French Revolution, The rise of the Industrial Age or World War I.

HSC Course

Part 1:Core Study: Power and Authority in the Modern World 1919 - 1946 - 25%

The collapse of democracy in Germany and the rise of Hitler and the Nazi Party is the central focus. This topic also includes attempts to achieve peace and security after World War I and World II.

Part 2: National Studies – 25%

The key features, individuals, groups and events that shaped a selected country in the Twentieth Century. Possible topics include: Russia, China, USA or Iran.

Part 3: Peace and Conflict– 25%

A significant conflict and the attempts to achieve peace. Topics may include: Conflict in Europe, Conflict in the Pacific, Conflict in the Gulf 1980 - 2011.

Part 4: Change in the Modern World – 25%

Political and social change in the world since World War II and the role of individuals and groups. Topics may include: Pro-democracy Movement in Burma 1945 - 2010, The Cultural Revolution to Tiananmen Square 1966 - 1989 or Apartheid in South Africa 1960 - 1994.

INDUSTRIAL TECHNOLOGY - TIMBER PRODUCTS AND FURNITURE

2 units for both the Preliminary and HSC year.	**Faculty**	TAS Industrial Arts	**Work Placement**	No Industry Study
	ATAR	Yes	**Hours**	240
	Contribution	Year 11 - $80 Year 12 - $30 Plus cost of materials for major work		

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.

MAIN TOPICS COVERED:

Preliminary Course

The following sections are taught on the relevant focus area:

- Industry Study (15%)
- Design (10%)
- Management and Communication (20%)
- Production (40%)
- Industry Related Manufacturing Technology (15%)

HSC Course

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

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

The HSC mark is calculated as 40% HSC exam and 60% Major Project.

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.

Students will be provided with resources to develop projects in their Preliminary year.
During the HSC, students are required to provide their own materials to build their major work. They are expected to have materials by the beginning of Term 1, 2027 to begin their projects.

LEGAL STUDIES

2 units for both the Preliminary and HSC year.	**Faculty**	HSIE	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**Exclusions**	Nil

COURSE DESCRIPTION:

Legal Studies develops an understanding of what laws are and why society needs them in order to operate. Students examine different societies and see how their legal systems differ from ours.

In Year 11 students examine the legal system that Australia has inherited from Britain. This includes a study of the parliament and democratic system of government. Students also learn about rights and responsibilities and how to resolve disputes. At least two current media issues will be examined in the context of the law.

In Year 12 students conduct an in-depth examination of **Crime** and the criminal justice system including the roles of the police, courts and the prison system. Students will visit the courts and follow the development of a trial that is making headlines at the time.

The HSC course includes a study of **Human Rights** and the role of the United Nations in promoting and protecting the rights of people across the world.

The **World Order** topic allows students to investigate the effectiveness of legal and non-legal measures in promoting peace and resolving conflict between nation states. They do this through the use of contemporary examples.

Tthe **Family Law** topic investigates marriage, the rights of children, inheritance matters and divorce. The topic also looks at the different types of relationships and how the law deals with them.

By examining real case studies and visiting the law courts to observe live cases, students will develop an understanding of how the law operates.

COURSE CONTENTS:

Preliminary Course

- The Legal System 40%
- The Individual and the Law 30%
- The Law in Practice 30%

HSC Course

- Crime 30%
- Human Rights 20%
- World Order 25%
- Family Law 25%

Themes incorporated across topics: Justice, law and society, culture, values and ethics, conflict and co-operation, continuity and change, legal processes and institutions, effectiveness of the law.

CAREER OPPORTUNITIES:

For those thinking of a career in law or policing this would be a valuable subject to do in Year 11 and 12.

MATHEMATICS ADVANCED

2 units for both the Preliminary and HSC year.	**Faculty**	Maths	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**Exclusions**	Nil

PREREQUISITES:

The course is constructed on the assumption that students have studied Advanced pathways **in Year 10 and achieved a grade of B or higher**. Only one class is available in this course next year and students *may need to be interviewed by the Head Teacher for academic eligibility into the course*.

COURSE DESCRIPTION:

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

COURSE CONTENT:

Preliminary Course

- Working with functions
- Trigonometry and measure of angles
- Trigonometric identities and equations
- Introduction to differentiation
- Exponential and logarithmic functions
- Graph transformations
- Probability and data

HSC Course

- Differential calculus
- Integral calculus
- Random variables
- Further graph transformations and modelling
- Sequences and series
- Applications of calculus
- Financial mathematics

External Assessment:

The Mathematics Advanced HSC examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

Internal Assessment:

The **Year 11** formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%

The **Year 12** formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%

MATHEMATICS EXTENSION 1

2 units for both the Preliminary and HSC year.	**Faculty**	Maths	**Work Placement**	No
	ATAR	Yes	**Hours**	120
	Contribution	Nil	**Exclusions**	Standard

PREREQUISITES:

Students must be also studying Advanced Mathematics (not Standard Mathematics) The outcomes and content in the Mathematics Extension 1 Stage 6 course are written with the assumption that students studying this course will have engaged with all of the core Stage 5 course including the optional Advanced pathway topics.

COURSE DESCRIPTION:

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.

COURSE CONTENT:

Preliminary Course

- Further trigonometry
- Permutations and combinations
- The binomial theorem
- Further work with functions
- Polynomials

HSC Course

- Proof by mathematical induction
- Introduction to vectors
- Further calculus skills
- The binomial distribution and sampling distribution of the mean
- Inverse trigonometric functions
- Further applications of calculus

External Assessment:

The Mathematics Extension 1 HSC examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

Internal Assessment:

The **Year 11** formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20–30%.

The **Year 12** formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%

MATHEMATICS STANDARD

Preliminary – 2 Units HSC – 2 Units *Standard1* and *Standard 2* are both Board Developed Courses	**Faculty**	Maths	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**Exclusions**	Extension

PREREQUISITES:

The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all of the core Stage 5 course. Consequently, content in the NSW Mathematics K–10 Syllabus up to and including this level is implicit in this syllabus. In a number of cases where content from Stage 5 is included it is in the context of review for clarity and completeness. Schools have the opportunity to review other areas of Stage 5 content as appropriate to meet the needs of students.

COURSE DESCRIPTION:

The **Mathematics Standard** courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate, they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

MAIN TOPICS COVERED:

Preliminary Course	**HSC Course**	
Algebra Measurement Financial Mathematics Statistical Analysis	**<u>Standard 1</u>** Algebra Measurement Financial Mathematics Statistics Networks	**<u>Standard 2 (more in depth than Standard 1)</u>** Algebra Measurement Financial Mathematics Statistics Networks

Internal Assessment:

Year 11

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%

Year 12

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%

External Assessment: (Standard 2)

- The examination will consist of a written paper worth 100 marks.
- The time allowed is 2 h 30 min plus 5 min reading
- A reference sheet will be provided.
- The paper will consist of two sections.
- **Section I (15 marks)** Objective-response
- **Section II (85 marks)** Questions may contain parts with 35 to 40 items.

Note: Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination.

MUSIC

2 units for both the Preliminary and HSC year.	**Faculty**	PDHPE, Music and Language	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	$30	**Exclusions**	Nil

COURSE DESCRIPTION:

In the Preliminary and HSC Courses, students will study the concepts of music through the learning experiences of:

- Performance - practical music making
- Composition - the organisation of sound and creation of their own music
- Musicology - the study of musical styles from a number of perspectives. These include historical, social, and cultural.
- Aural - the ability to listen to music and make decisions and judgements about its use in a wide range of musical styles.

There are 21 topics available for study; some of these include:

- An instrument and its repertoire
- Australian Music
- Jazz
- Music for Radio, Film, Television and Multimedia
- Music of a Culture
- Popular Music
- Theatre Music
- Rock Music
- Technology and its influence on music

Preliminary Course

Students will study THREE topics from the list. One topic will be studied as a class and two topics will be of the student's choice.

HSC Course

Students will study THREE topics from the list of their own choice. The topics must be either **THREE** topics which are different from those studied in the Preliminary course **OR** TWO topics which are different and ONE which is the same and shows greater depth of understanding.

COURSE REQUIREMENTS:

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Core performance (one Piece)	**20**	Core performance	**10**
Aural exam (1 Hour)	**30**	Core composition	**10**
Three electives from any		Core musicology	**10**
combination of:	**20**	Core aural	**25**
Performance (one piece)	**20**		
Composition (one submitted work)	**20**	Elective 1	**15**
Musicology (one viva voce)		Elective 2	**15**
		Elective 3	**15**
Total	**110**		**100**

CAREER OPPORTUNITIES:

This course will serve as a pathway toward further training and / or employment in the music industry or in contemporary music fields.

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGERY – CEC

2 units for both the Preliminary and HSC year.	**Faculty**	Science and Visual Arts	**Work Placement**	No
	ATAR	No	**Hours**	240
	Contribution	Nil	**Exclusions**	Nil

COURSE DESCRIPTION:

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video, and digital imaging. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Photography, Video and Digital Imaging also offers opportunities for students to investigate the pervasiveness of these fields in the contemporary world in the visual arts and design, television, film, video, the mass media, and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved over the twentieth century. Critical and historical investigations of the work (the photograph and/or digital image), the artist/photographer/filmmaker/designer, and the audience and world are considered within different frameworks of meaning and value.

EQUIPMENT:

It is preferable if students supply their own digital camera and USB to store their images. A Digital Imaging Diary for class notes is used for Assessment and maintaining classwork. In conjunction with Google Classroom students will be encouraged to print their own images.

COURSE CONTENT:

Photography, Video and Digital Imaging in Stage 6 is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and to understand and value how these fields of practice invite different interpretations and explanations. Students will develop knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment. Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

MODULES INCLUDE:

- Introduction to Practice in Digital Imaging
- Developing a point of View
- Traditions, Conventions, Styles and Genres
- Manipulated forms
- The Arranged Image
- Temporal Accounts
- Individual/Collaborative project
- Work Health and Safety

The following components and weightings are to apply:

Component	Weighting
Making	70%
Critical and historical studies	30%

PHYSICS

2 units for both the Preliminary and HSC year.	**Faculty**	Science and Visual Arts	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**Exclusions**	Nil

COURSE DESCRIPTION:

The Physics 11–12 course provides students with the opportunity to analyse, study and enjoy an understanding of the physical world around us. Students investigate phenomena, make predictions and solve problems related to emerging technologies, energy systems and scientific innovation. Students generate and analyse data and evaluate results to make ethical, evidence based decisions as informed, reflective and scientifically literate citizens

Year 11 has 4 modules	HSC has 4 modules
• Fundamentals of mechanics • Waves • Electricity and Magnetism	• Advanced Mechanics • Electromagnetism • The Nature of Light • Matter, energy and the cosmos

COURSE REQUIREMENTS:

Year 11 has an assessment pattern of 3 tasks. This includes:

- A depth Study 30%
- Knowledge and understanding / working scientifically task 30%
- Yearly Exam 40%

Year 12 has an assessment pattern of 4 tasks. This includes:

- A depth Study 30%
- Half Yearly exam 20%
- Knowledge and understanding / working scientifically task 20%
- Yearly exam 30%

CAREER OPPORTUNITIES:

Civil Engineer, Aeronautical Engineer, Pilot, Radiographer, Sound Engineer, Astronomer, Mechanical Engineer, Electrician, Electrical Engineer, Physiotherapist, Optometrist, Architect, Draftsman, Building.

SOCIETY AND CULTURE

2 units for both the Preliminary and HSC year.	**Faculty**	HSIE	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	Nil	**Exclusions**	2-3

COURSE DESCRIPTION:

Society and Culture aims to develop social and cultural literacy. Students develop an understanding about how we operate as individuals and in groups, both in Australian context and other cultures. We look at the concepts of culture, environment, society and time and the impact it has had on traditional societies.

Students will gain an understanding of how and why we behave in certain ways. They learn about their own cultural identity, other cultures and how to improve communication between cultures. Learning to use the concepts will enable you to examine and analyse the different aspects of our lives.

Students will study the impact of the media, corporations and new technologies in shaping our thoughts for the future. At the completion of this course students will develop a clearer perception into their own identity, why they are prone to certain behaviours and what the broader community expects of them as mature citizens.

Some of the issues that are discussed in the course include:

- Peer Group pressure
- Stereotypes
- Popular Culture
- Adolescence
- Westernisation
- Personal and social identity
- Communication
- Discrimination / equality
- Belief Systems
- Globalisation

Students will also complete a **Personal Interest Project** (PIP) on a topic they are passionate about. Some past examples include; ‘Body Image and Identity’, ‘Racism in Sport’ and ‘The Impact of violence in Society’. The **PIP** is externally marked by HSC markers and is excellent preparation for students intending to go onto further study. This project will make up **40% of the HSC** exam mark and reduce the HSC exam time to just two hours.

Continued on next page …..

SOCIETY AND CULTURE (CONTINUED)

COURSE DESCRIPTION:

Preliminary course (120 indicative hours)

The social and cultural world	(30% of course time)
Personal and social identity	(40% of course time)
Intercultural communication	(30% of course time)
Mini Pip	(included in course time)

HSC Course (120 indicative hours)

Core

- Personal Interest Project (PIP) - Externally marked and worth 40% of your HSC mark (30% of course time)
- Social and Cultural Continuity and Change (30% of course time)

Depth Studies (40% of course time)

TWO to be chosen from the following:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Nonconformity

CAREER OPPORTUNITIES:

Society and Culture prepares students for a variety of future prospects.

If it is preparation for work, Society and Culture teaches students how to communicate and function in social settings, how to develop relationships and how to understand the workings of society.

For those planning to move on to tertiary study, Society and Culture prepares students for such degrees as:

- Law	- Welfare	- Government / Politics
- Education	- Early Childhood	- Human Geography
- Psychology	- Counselling	- Sociology
- Anthropology	- Social Science	- Humanities
- Art	- Socio-Economics	

SPORT, LIFESTYLE AND RECREATION - CEC

2 units for both the Preliminary and HSC year.	**Faculty**	PDHPE, Music and Language	**Work Placement**	No
	ATAR	No	**Hours**	240
	Contribution	Nil	**Exclusions**	Nil

COURSE DESCRIPTION:

This course caters for a wide range of students who have an interest in physical activity and various areas of health. Students will develop their knowledge and understanding of the value of being active, participate in planning to support their ongoing involvement in physical activity and further enhance their movement skills in various sporting and recreational activities.

The sport, lifestyle and recreation course has a high practical focus. Students will participate in modules of work that focus on sport and physical activity. They will also participate in learning activities that require them to apply theoretical concepts to practical situations.

This course can assist students to develop:

- High levels of performance skills in particular sports or physical activities
- The capacity to take on administrative roles in community sport and recreation
- The skills needed to be a coach, trainer, first aid officer, referee or fitness leader
- The skills needed to think critically about physical activity and sporting issues

COURSE CONTENT

The Sport, Lifestyle and Recreation course comprises 15 optional modules of study. Students will study selected modules throughout the course. The modules include:

- Aquatics
- Athletics
- Dance
- Fitness
- Games and sports applications
- Gymnastics
- Healthy lifestyles
- Individual games and sports applications
- Outdoor recreation
- Resistance training
- Social perspectives of games and sport
- Sports administration
- Sports coaching and training

CAREER OPPORTUNITIES:

Personal trainer, PDHPE teacher, Recreation officer, Coach, Fitness instructor, Sports administrator

TEXTILES AND DESIGN

2 units for both the Preliminary and HSC year.	**Faculty**	TAS	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	$50 - Year 11 $15 - Year 12 - Plus the cost of major project	**Exclusions**	No

COURSE DESCRIPTION:

Textiles and Design Preliminary course introduces students to key areas such as design, communication, manufacturing techniques, fabric construction and the Australian textiles industry. Students complete two practical textile projects that allow them to explore creativity through fabric selection, design, and hands-on construction. These projects help develop practical skills in sewing, experimentation and problem-solving while working with different materials and techniques.

In the HSC course, students build on their previous learning with a focus on fabric decoration, historical and cultural influences, contemporary designers, sustainability and innovation in textile technologies. A major part of the HSC is the Major Textiles Project, which makes up 50% of the final mark. Students choose an area of personal interest and complete a textile item (or items) along with detailed supporting documentation, showcasing their design process, technical ability and creativity.

MAIN TOPICS COVERED:

Preliminary course

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textile, Clothing, Footwear and Allied Industries (10%)

HSC course

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textile, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%)

The HSC mark is calculated as 50% HSC exam and 50% Major Textiles Project. *The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item(s).*

PARTICULAR COURSE REQUIREMENTS:

In the Preliminary course students will undertake two preliminary textile projects drawn form Design and Properties and Performance of Textiles.

In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries.

VISUAL ARTS

2 units for both the Preliminary and HSC year.	**Faculty**	Science and Visual Arts	**Work Placement**	No
	ATAR	Yes	**Hours**	240
	Contribution	$40 Year 11 $40 Year 12	**Exclusions**	Nil

COURSE DESCRIPTION:

The visual arts course is designed for students who have always enjoyed making artworks.

COURSE CONTENT:

Art making (50%)

In Year 11, students continue to develop their skills in drawing, painting, and ceramics. Students create a collection of work that builds on each form to convey a message about the human form. The collection of work involves the use of direct observation and inspiration from other artists.

In year 12, the student creates a **body of work** in their choice of media and subject matter.

Excursions:

Students visit the Art Gallery of NSW and the Museum of Contemporary Art to discover the range of artworks created in the past and present. **Art Express**, an exhibition of the previous year's HSC highest scoring bodies of work is viewed to assist with the development of each year 12 student's **Body of Work** for the HSC.

Art history and art criticism (50%)

The study of art supports the students' art making processes taking place in the classroom. Artists and their artworks are investigated to learn how to approach art making ideas and techniques. This aims to strengthen the student's practice and results in stronger artworks.

We learn how to write about artworks-**who** made it, **why** did they do it, **where** and **when** did it come from and how was it created.

The Visual Arts Process Diary maintains a documentation of the artmaking process including every aspect of choice and decision making, source of images, artists' influences, experimentation with media and final resolution. The VAPD is an ongoing assessment task.

Preliminary Course

The program looks at these topics for studying and art making:

- The human figure as a form of expression and convention in the forms of drawing, painting and ceramics
- Students investigate particular artists who will support their art making as case studies. As part of their assessment students complete written assessment tasks.

HSC Course

Students investigate at least 5 case studies on issues of

- Identity
- Technology
- Protests and War
- Environment
- Post Modern trends

Students complete written exam assessments to support studying artworks in class.

The art making component involves the development and completion of a Body of Work in a chosen form.

The Body of Work and Visual Arts Process Diary are part of the ongoing assessment.

CAREER OPPORTUNITIES:

Visual Arts Education, Graphic Design, Artist, Fashion Designer, Digital Photographer, Magazine Editor, Marketing, Gallery Curator, Journalism, Art Critic, Art Historian, Interior Design, Communications, Architecture, Advertising

NSW Department of Education RTO 90333 VOCATIONAL EDUCATION AND TRAINING

Stage 6 School Delivered Vocational Education and Training (VET) Courses

Stage 6 Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

Stage 6 VET courses allow students to gain a HSC or and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

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

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them for the workplace. Students are either deemed "competent" or "not competent" by the teacher. Students who achieve competency will possess the skills and knowledge to perform workplace activities across various situations and environments, meeting industry standards

Assessment materials are designed to give each learner the opportunity to meet the qualification outcomes. Students will receive documentation that lists all competencies they have achieved.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

· gain insights into the kind of career they would like to have.

· make informed decisions about further training and study.

· become more employable.

· be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)
Information and courses available are listed here:

https://education.nsw.gov.au/schooling/students/career-and-study-pathways/skills-at-school/external-vet-courses

Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT) Information about SBATs is available here:

https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships

For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

Students are encouraged to speak with the VET Coordinator, VET Teacher, Year Adviser, or Careers Adviser before selecting a course. This will ensure they understand the requirements and that the course aligns with their individual needs, knowledge, and skills.

2027 Construction Course Descriptor

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

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

Course: Construction *Industry Curriculum Framework (ICF)* *Australian Tertiary Admission Rank (ATAR) eligible course*	**HSC credit – 4 units** *(2 units x 2 years or 4 units x 1 year)* *Board Developed Course (240 hour)*

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction https://training.gov.au/Training/Details/CPC20220 & https://training.gov.au/Training/Details/CPC20120 You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the10 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 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 - *$80* **HSC** - *$100* *Students are required to wear steel-capped boots for all practical lessons.*	**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*

2027 Entertainment Industry Course Descriptor

CUA30425 Certificate III in Live Production and Technical Services

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

Course: Entertainment Industry *Industry Curriculum Framework (ICF)* *Australian Tertiary Admission Rank (ATAR) eligible after completion of the (2 units x 2 years 240 hr delivery)*	**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 CUA30425 Certificate III in Live Production and Technical Services https://training.gov.au/training/details/cua30425. 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 - $40 HSC - $40 **Uniform $25** *(Provided by the school upon payment)*	**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

2027 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

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

Course: Hospitality (Food and Beverage) *Industry Curriculum Framework (ICF)* *Australian Tertiary Admission Rank (ATAR) eligible course*	**HSC credit – 4 units** *(2 units x 2 years or 4 units x 1 year)* *Board Developed Course (240 hour)*

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the hospitality industry

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

VET requirements

Competency-Based Assessment

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

Appeals and Complaints

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

HSC requirements

Mandatory course requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Consumable costs: Preliminary - $200 HSC - $180 **Uniform $40** *Uniform will be provided by the school upon payment.*	**Refunds** *Refund arrangements are on a pro-rata basis.* *Please refer to your school refund policy*

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

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

2027 Information and Digital Technology Course Descriptor

ICT30120 Certificate III in Information Technology

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

Course: Information and Digital Technology *Industry Curriculum Framework (ICF)* *Australian Tertiary Admission Rank (ATAR) eligible course*	**HSC credit – 4 units** *(2 units x 2 years or 4 units x 1 year)* *Board Developed Course (240 hour)*

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

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

Transferrable industry skills gained in this course

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

Examples of occupations in the information and digital technology industry

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

VET requirements

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

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

HSC requirement

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

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

Consumable costs: Preliminary - $0 HSC - $0	**Refunds** *Refund arrangements are on a pro-rata basis.* *Please refer to your school refund policy*

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

Exclusions: *In this Framework, students can only undertake the Information and Digital Technology (120 indicative hours) course or the Information and Digital Technology (240 indicative hours) course.*
General information about NESA VET course exclusions can be found https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions

SUBJECT SELECTION INSTRUCTIONS

Subject Selection will take place as part of interview with an appropriate staff member.

Prior to your interview you will be provided with a planning sheet. Plan the subjects you would like to study by ordering your main preferences from 1—6 (in preference or favourite order) and your reserves 1—6, also in preference order.

NAME:		
Have you viewed the subject selection information online?	☐ Yes	☐ No
Do you intend to receive an ATAR?	☐ Yes	☐ No

Elective Planner			
	Main Preferences		**Reserve Electives**
1st	☐ English Advanced ☐ English Standard ☐ English Studies	1st	
2nd		2nd	
3rd		3rd	
4th		4th	
5th		5th	
6th		6th	
	☐ Extension English 1 (1 Unit)		
	☐ Extension Maths 1 (1 Unit)		

Parent/Carer Signature: _____ Student Signature: _____

Some considerations:

- Your first main preference must be a 2 unit English course.
- It is likely that you will miss out on one or more of your main preferences.
- List your main preferences **AND** reserves in preference order. If you miss out on one of your main preferences, your first reserve will be considered next.

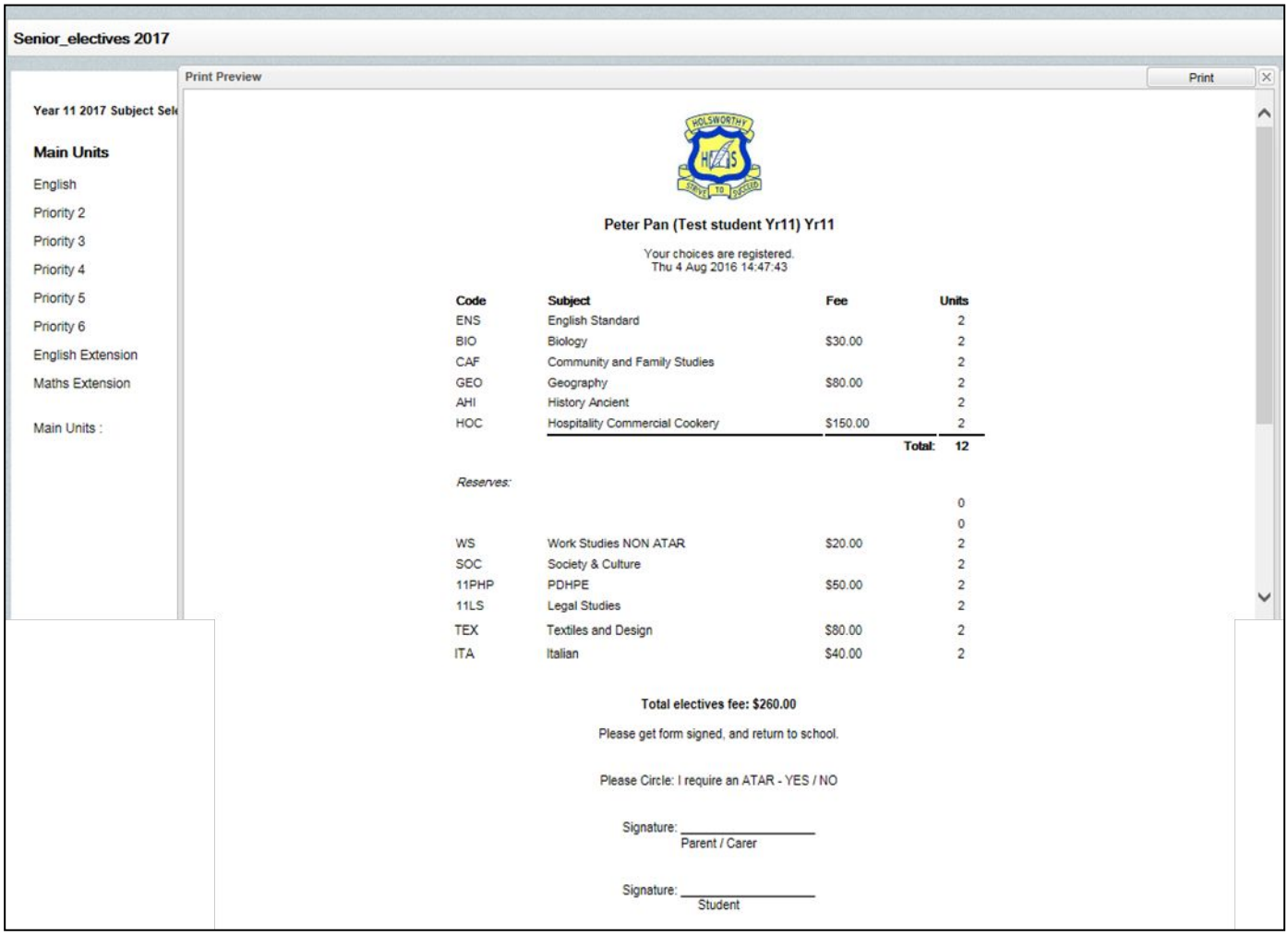
This form must be signed by a parent/guardian and students must bring it to school **on the day** of the interview.

SUBJECT SELECTION INSTRUCTIONS

The subject selection interview will be conducted between students and select staff members on **Wednesday, Week 4** (**12/8/2026**).

Staff members involved will interview each student regarding their preferences and ensure that the student has considered all of the relevant issues.

During the subject selection interview, the interviewing staff member will input the selections on behalf of the student. This will be based on the subjects chosen on the planning form (as on previous page). A printout will be provided, detailing the chosen subjects and reserves, and associated costs. (see below)



Senior_electives 2017

Print Preview

Print

Year 11 2017 Subject Sel

Main Units

English
Priority 2
Priority 3
Priority 4
Priority 5
Priority 6
English Extension
Maths Extension

Main Units :

Peter Pan (Test student Yr11) Yr11

Your choices are registered.
Thu 4 Aug 2016 14:47:43

Code	Subject	Fee	Units
ENS	English Standard		2
BIO	Biology	$30.00	2
CAF	Community and Family Studies		2
GEO	Geography	$80.00	2
AHI	History Ancient		2
HOC	Hospitality Commercial Cookery	$150.00	2
		Total:	12
Reserves:			
			0
			0
WS	Work Studies NON ATAR	$20.00	2
SOC	Society & Culture		2
11PHP	PDHPE	$50.00	2
11LS	Legal Studies		2
TEX	Textiles and Design	$80.00	2
ITA	Italian	$40.00	2

Total electives fee: $260.00

Please get form signed, and return to school.

Please Circle: I require an ATAR - YES / NO

Signature: _____
Parent / Carer

Signature: _____
Student

This form must be signed by the student and the parent / guardian and returned to the front office of the school **by the end of the week** (**Friday, Week 4 - 14/8/2026)**.